

Utah's Division of Child and Family Services

Salt Lake Valley Region Report

Qualitative Case Review Findings

Review Conducted September and November 2002 and January 2003

*A Joint Report by
The Child Welfare Policy and Practice Group
and
The Office of Services Review, Department of Human Services*

June 30, 2003

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I. Introduction

The Division of Child and Family Services (Child and Family Services) completed a comprehensive plan for the delivery of services to families and children in May 1999, entitled The Performance Milestone Plan (the Plan) pursuant to an order issued by United States District Court Judge Tena Campbell. On October 18, 1999, Judge Campbell issued an order directing Child and Family Services as follows:

- The Plan shall be implemented.
- The Child Welfare Policy and Practice Group (the Child Welfare Group) shall remain as monitor of Child and Family Services' implementation of the Plan.

The Plan provides for four monitoring processes. Those four processes are: a review of a sample of Child and Family Services case records for compliance with case process requirements, a review of the achievement of action steps identified in the Plan, a review of outcome indicator trends, and, specific to the subject of this report, a review of the quality of actual case practice. The review of case practice assesses the performance of Child and Family Services' regions in achieving practice consistent with the practice principles and practice standards expressed in the Plan, as measured by the Qualitative Case Review (QCR) process.

The Plan provides for the QCR process to be employed as one method of assessing frontline practice for purposes of demonstrating performance sufficient for exit from the David C. Settlement Agreement and court jurisdiction. Related to exit from qualitative practice provisions, Child and Family Services must achieve the following in each region in two consecutive reviews:

- 85% of cases attain an acceptable score on the child and family status scale.
- 85% of cases attain an acceptable score on the system performance scale, with core domains attaining at least a rating of 70%.

The Plan anticipates that reports on Child and Family Services' performance, where possible, will be issued jointly by the Child Welfare Group and Child and Family Services, consistent with the intent of the monitor and Child and Family Services to make the monitoring process organic to the agency's self-evaluation and improvement efforts.

II. Practice Principles and Standards

In developing the Plan, Child and Family Services adopted a framework of practice, embodied in a set of practice principles and standards. The training, policies, and other system improvement strategies addressed in the Plan, the outcome indicators to be tracked, the case process tasks to be reviewed, and the practice quality elements to be evaluated through the QCR process all reflect these practice principles and standards. They are listed below:

Protection	Development	Permanency
Cultural Responsiveness	Family Foundation	Partnerships
Organizational Competence	Treatment Professionals	

In addition to these principles or values, Child and Family Services has express standards of practice that serve both as expectations and as actions to be evaluated. The following introduction and list is quoted directly from the Plan.

Though they are necessary to give appropriate direction and to instill significance in the daily tasks of child welfare staff, practice principles cannot stand alone. In addition to practice principles, the organization has to provide for discrete actions that flow from the principles. The following list of discrete actions, or practice standards, have been derived from national practice standards as compiled by the CWPPG, and have been adapted to the performance expectations that have been developed by DCFS. These practice standards must be consistently performed for DCFS to meet the objectives of its mission and to put into action the above practice principles. These standards bring real-life situations to the practice principles and will be addressed in the Practice Model development and training.

- 1. Children who are neglected or abused have immediate and thorough assessments leading to decisive, quick remedies for the immediate circumstances, followed by long-range planning for permanency and well-being.*
- 2. Children and families are actively involved in identifying their strengths and needs and in matching services to identified needs.*
- 3. Service plans and services are based on an individualized service plan, using a family team (including the family, where possible and appropriate, and key support systems and providers), employing a comprehensive assessment of the child and family's needs, and attending to and utilizing the strengths of the child and his/her family strengths.*
- 4. Individualized plans include specific steps and services to reinforce identified strengths and meet the needs of the family. Plans should specify steps to be taken by each member of the team, time frames for accomplishment of goals, and concrete actions for monitoring the progress of the child and family.*
- 5. Service planning and implementation are built on a comprehensive array of services designed to permit children and families to achieve the goals of safety, permanence and well-being.*
- 6. Children and families receive individualized services matched to their strengths and needs and, where required, services should be created to respond to those needs.*

7. *Critical decisions about children and families, such as service plan development and modification, removal, placement and permanency, are, whenever possible, to be made by a team including the child and his/her family, the family's informal helping systems, foster parents, and formal agency stakeholders.*
8. *Services provided to children and families respect their cultural, ethnic, and religious heritage.*
9. *Services are provided in the home and neighborhood-based settings that are most appropriate for the child and family's needs.*
10. *Services are provided in the least restrictive, most normalized settings appropriate for the child and family's needs.*
11. *Siblings are to be placed together. When this is not possible or appropriate, siblings should have frequent opportunities for visits.*
12. *Children are placed in close proximity to their family and have frequent opportunities for visits.*
13. *Children in placement are provided with the support needed to permit them to achieve their educational and vocational potential with the goal of becoming self-sufficient adults.*
14. *Children receive adequate, timely medical and mental health care that is responsive to their needs.*
15. *Services are provided by competent staff and providers who are adequately trained and who have workloads at a level that permit practice consistent with these principles.*

III. The Qualitative Case Review Process

Historically, most efforts at evaluating and monitoring human services, such as child welfare, made extensive, if not exclusive, use of methods adapted from business and finance. Virtually all of the measurements were quantitative and involved auditing processes: counting activities, checking records, and determining if deadlines were met. Historically, this was the approach during the first four years of compliance monitoring in the David C. Settlement Agreement. While the case process record review does provide meaningful information about accomplishment of tasks, it is at best incomplete in providing information that permits meaningful practice improvement.

Over the past decade there has been a significant shift away from exclusive reliance on quantitative process oriented audits and toward increasing inclusion of qualitative approaches to evaluation and monitoring. A focus on quality assurance and continuous quality improvement has begun to find increasing favor, not only in business and in industry, but also in health care and human services.

The reason for the rapid ascent of the “quality movement” is simple: it not only can identify problems, it can help solve them. For example, a qualitative review may not only identify a deficiency in service plans, but may also point to why the deficiency exists and what can be done to improve the plans. By focusing on the critical outcomes and the essential system performance to achieve those outcomes, attention begins to shift to questions that provide richer, more useful information. This is especially helpful when developing priorities for practice improvement efforts. Some examples of the two approaches may be helpful:

AUDIT FOCUS:

“Is there a current service plan in the file?”

QUALITATIVE FOCUS:

“Is the service plan relevant to the needs and goals, and coherent in the selection and assembly of strategies, supports, services, and timelines offered?”

AUDIT FOCUS:

“Was the permanency goal presented to the court at the dispositional hearing?”

QUALITATIVE FOCUS:

“To what degree are the implementation of services and results of the child and family service plan routinely monitored, evaluated, and modified to create a self-correcting and effective service process?”

The QCR process is based on the Service Testing™ model developed by Human System and Outcomes, Inc., which evolved from collaborative work with the State of Alabama, designed to monitor the R. C. Consent Decree. The Service Testing™ model has been specifically adapted for use in implementing the Plan by Child and Family Services and by the court monitor, the Child Welfare Group, based on the Child Welfare Group’s experience in supporting improvements in child welfare outcomes in 11 states. Service Testing™ represents the current state of the art in evaluating and monitoring human services, such as child welfare. It is meant to be used in concert with other sources of information, such as record reviews and interviews with staff, community stakeholders, and providers.

The Utah QCR process made use of a case review protocol adapted for use in Utah from protocols used in 11 other states. The protocol is not a traditional measurement designed with specific psychometric properties. The QCR protocol guides a series of structured interviews with key sources such as children, parents, teachers, foster parents, Mental Health providers, caseworkers, and others to support professional appraisals in two broad domains: Child and Family Status and System Performance. The appraisal of the professional reviewer examining

each case is translated to a judgment of acceptability for each category of functioning and system performance reviewed using a six-point scale ranging from “Completely Unacceptable” to “Optimally Acceptable.” The judgment is quantified and combined with all other case scores to produce overall system scores.

The Utah QCR instrument assesses child and family status issues and system performance in the following discrete categories. Because some of these categories reflect the most important outcomes (Child and Family Status) and areas of system functioning (System Performance) that are most closely linked to critical outcomes, the scoring of the review involves differential weighting of categories. For example, the weight given permanence is higher than for caregiver functioning. Likewise, the weight given functional assessment is higher than the weight for successful transitions. These weights, applied when cases are scored, affect the overall score of each case. The weight for each category is reflected parenthetically next to each item.

Child and Family Status	System Performance
Child Safety (x3)	Child/Family Participation (x2)
Stability (x2)	Team/Coordination (x2)
Appropriateness of Placement (x2)	Functional Assessment (x3)
Prospects for Permanence (x3)	Long-Term View (x2)
Health/Physical Well-Being (x3)	Child and Family Planning (x3)
Emotional/Behavioral Well-Being (x3)	Plan Implementation (x2)
Learning Progress (x2)	Supports/Services (x2)
Caregiver Functioning (x2)	Successful Transitions (x1)
Family Functioning/Resourcefulness (x1)	Effective Results (x2)
Satisfaction (x1)	Tracking Adaptation (x3)
Overall Status	Caregiver Support (x1)
	Overall System Performance

The fundamental assumption of the Service Testing™ model is that each case is a unique and valid test of the system. This is true in the same sense that each person who needs medical attention is a unique and valid test of the health care system. It does not assume that each person needs the same medical care, or that the health care system will be equally successful with every patient. It simply means that every patient is important and that what happens to that individual patient matters. It is little consolation to that individual that the type of care they receive is usually successful. This point becomes most critical in child welfare when children are currently, or have recently been, at risk of serious harm. Nowhere in the child welfare system is the unique validity of individual cases clearer than the matter of child safety.

Service Testing™, by aggregating the systematically collected information on individual cases, provides both quantitative and qualitative results that reveal in rich detail what it is like to be a consumer of services and how the system is performing for children and families. The findings of the QCR will be presented in the form of aggregated information. These are brief summaries written at the conclusion of the set of interviews done for each case. They are provided only as illustrations to put a “human face” on issues of concern.

Methodology

Cases reviewed were randomly selected from the universe of the case categories of out-of-home, Protective Family Preservation (PFP) services, Protective Services Supervision (PSS), and Protective Service Counseling (PSC) in the region. These randomly selected cases were then inserted into a simple matrix designed to ensure that critical facets of Child and Family Services population are represented with reasonable accuracy. These variables stratified the sample to insure that there was a representative mix of cases of children in out-of-home care and in their own homes. For children in out-of-home care, the sample was further stratified to assure that children in a variety of settings (family foster care, group care, and therapeutic foster care) were selected. Cases were also distributed to permit each office in the region to be reviewed and to assure that no worker had more than one of his/her cases reviewed. An additional number of cases were selected to serve as replacement cases, which are a pool of cases used to substitute for cases that could not be reviewed because of worker or family circumstances (illness, lack of family consent, etc.).

The sample thus assured that:

- Males and females were represented.
- Younger and older children were represented.
- Newer and older cases were represented.
- Larger and smaller offices were represented.

A total of 72 cases were selected for the review, 72 cases were reviewed and 70 were scored.

Reviewers

The Child Welfare Group qualitative reviewers included professionals with extensive experience in child welfare and child mental health. Most of the reviewers had experience in the Alabama child welfare reform, as well as other reform and practice improvement initiatives around the United States. The Child Welfare Group has employed the QCR process in 11 different states. Utah reviewers “shadowed” the Child Welfare Group reviewers as a part of the reviewer certification process. These reviewers, once certified, will become reviewers themselves and will participate in subsequent reviews.

Stakeholder Interviewers

As a compliment to the individual case reviews, the Child Welfare Group staff and Utah staff interviewed key local system leaders from other child and family serving agencies and organizations in the region about system issues, performance, assets, and barriers. These external perspectives provide a valuable source of perspective, insight, and feedback about the performance of Utah’s child welfare system. Their observations are briefly described in a separate section.

IV. System Strengths

In the course of the review, a number of system assets were observed in individual case practice. These are listed below.

V. Characteristics of the Salt Lake Valley Region

Trend Indicators for the Salt Lake Valley Region

Child and Family Services provided current regional trend data and data comparative to the past fiscal year. The table for the Salt Lake Valley Region, along with that of the other regions, is included in the Appendix.

VI. Stakeholder Observations

The results of the QCRs should be considered within a broader context of local interaction with community partners. Presented in this section is a summary of impressions and observations offered by the key stakeholders who were interviewed during the course of the review.

Summary of Stakeholder Interviews

Community stakeholders interviewed as part of the review process of the Salt Lake Valley Region included representatives from the Office of the Attorney General (AG); Wasatch Family Services; Health Department; Valley Mental Health; Utah Youth Village; University of Utah School of Social Work; Pioneer Youth; Salt Lake Juvenile Court; Family First Services; and Safe at Home Coalition.

What is Working Well:

- Improved communication and coordination. Legal partners report a lot of effort by the region to involve them. Health care teams state that they collaborate much closer with caseworkers and foster parents than in the past. Mental Health indicates that in Tooele, the Child and Family Services office interacts very well and they work together to resolve problems and issues.
- Teaming. They have seen good implementation of child and family teams, especially with the more experienced workers. Others report that there are effectively functioning teams.
- Court liaison. The court reports that the liaison position has been a good improvement. The judges now have a person to look into concerns and provide a source for Child and Family Services to approach when they have concerns.
- Responsiveness and openness. One provider reported that caseworkers seem to be very responsive to their needs. Also, SIPAPU has been very professional in their investigations. Another provider reports that Child and Family Services is very open to improving the effectiveness of services and the care provided to children.

- Drug court is seen as a great benefit and works well.

Improvement Opportunities:

- As was reported last year, some of the partners indicated that the biggest challenge in working with Child and Family Services is the high caseworker turnover and new, inexperienced caseworkers.
- The AG's office feels left out of the loop on voluntary cases. They would also request that it should be the caseworker, on most instances, who initiates contact with the AG about a particular case and not the other way around.
- Health team challenges. More mental health services in rural areas. Look at extending 30-day mental health assessment to 60 days because the child is still under the effect of the removal. Since Medicaid does not cover kinship placements and trial home placements anymore, more state funds need to be found to cover some services.
- Cutbacks in funding. Many providers have not yet seen the effects of the cutbacks, but they are concerned. This includes cutbacks in the IV-E contract, rate reductions to foster parents, special needs funding, and possible reduction in Family Preservation services.

Summary of Focus Groups

Focus groups were conducted with trainers, caseworkers, and supervisors in the Cottonwood, Granite, and Salt Lake areas.

Strengths:

- In the past there has been a lot of turnover, but this past year teams have become more cohesive and stable. There is more consistency and permanency for workers.
- With the emphasis on teaming, families and workers are able to present a united voice in court; it is not just worker recommendations. The court is recognizing that the recommendations are coming from the team. Before, teaming was a struggle, now it is becoming part of the routine.
- Teaming is being seen as beneficial for problem solving and empowering to the family.
- Staff and management recognize that workload has an impact on their ability to implement the practice model and the amount of time they can spend with families. The current level of reduced caseloads is helping the staff to feel that their work is manageable.
- Practice model is becoming actual practice.
- In general, partners are more educated in the practice model principles. They are supportive of the practice model. Partners are giving Child and Family Services good feedback regarding the practice model.
- The training has improved significantly over the past two years.
- Supervisors feel more supported as a whole now than last year. There is more dialogue and support amongst supervisors.

Practice Improvement Opportunities:

- Supervisor mentoring by administration has had mixed results and patchy follow-up. Also, responses from workers indicate that the quality and level of mentoring varies from

one office to another. It was suggested that an informal survey of workers receiving the mentoring be used to gauge effectiveness.

- Workers are frustrated with the repetition of paperwork and SAFE requirements.
- There are not enough foreign-speaking workers. Further, foreign-speaking workers are expected not only to carry a normal caseload, but are also asked to assist with other cases as well.
- Budget cutbacks have caused a delay in getting substance abuse treatment for four or five months, which has a negative impact on permanency.
- There is also a delay in getting mental health services for parents, which also has a negative impact on permanency.
- In some areas, Guardians ad Litem are not accepting the practice model and do not believe that it is based on reality.

VII. System Performance Analysis, Trends, and Practice Improvement Needs

The QCR findings are presented in graphic form to help quantify the observations of the qualitative assessment. Graphs show a comparison of scores for last year's review with the recent review. The graphs of the two broad domains of Child and Family Status and System Performance show the percent of cases in which the key indicators were judged to be "acceptable." A six-point rating scale is used to determine whether or not an indicator is judged to be acceptable. Reviewers scored each of the cases reviewed using these rating scales. The range of ratings is as follows:

- 1 Completely Unacceptable
- 2 Substantially Unacceptable
- 3 Partially Unacceptable
- 4 Minimally Acceptable
- 5 Substantially Acceptable
- 6 Optimal Status/Performance

Child and Family Status as well as System Performance is evaluated using 11 key indicators. An overall, summative score is compiled for each. Scoring for the indicators relative to each of the two domains follow.

Child and Family Status Indicators

Overall Status

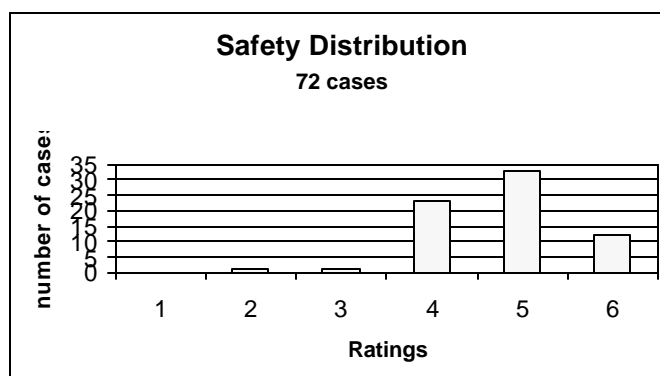
Salt Lake Valley Region Child Status

	# of cases	# of cases		FY00	FY01	FY02	FY03
	# of cases	Needing		Baseline		Current	Current
	Acceptable	Improvement	Exit Criteria 85% on overall score	Scores		Scores	Scores
Safety	68	2		86.7%	91.2%	94.4%	97.1%
Stability	51	19		69.0%	76.5%	72.2%	72.9%
Appropriateness of Placement	67	3		90.6%	95.5%	90.3%	95.7%
Prospect for Permanence	43	27		64.3%	74.6%	59.7%	61.4%
Health/Physical Well-being	69	1		97.6%	95.6%	95.8%	98.6%
Emotional/Behavioral Well-being	57	13		76.2%	89.7%	75.0%	81.4%
Learning Progress	53	16		88.1%	88.1%	79.2%	76.8%
Caregiver Functioning	50	0		100.0%	95.2%	95.6%	100.0%
Family Resourcefulness	19	18		60.0%	75.0%	56.8%	51.4%
Satisfaction	56	14		86.4%	80.9%	84.5%	80.0%
Overall Score	62	8		86.7%	89.7%	87.5%	88.6%

Safety

Summative Questions: Is the child safe from manageable risks of harm (caused by others or by the child) in his/her daily living, learning, working and recreational environments? Are others in the child's daily environments safe from the child? Is the child free from unreasonable intimidation and fears at home and school?

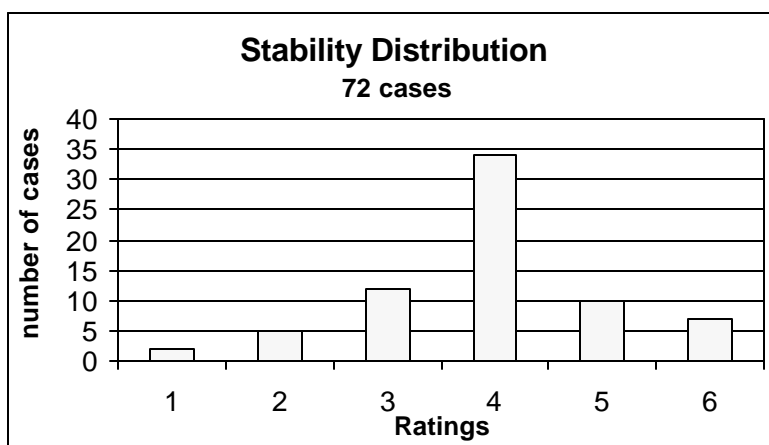
Findings: 97.1% of cases were within the acceptable range (4-6).



Stability

Summative Questions: Are the child's daily living and learning arrangements stable and free from risk of disruption? If not, are appropriate services being provided to achieve stability and reduce the probability of disruption?

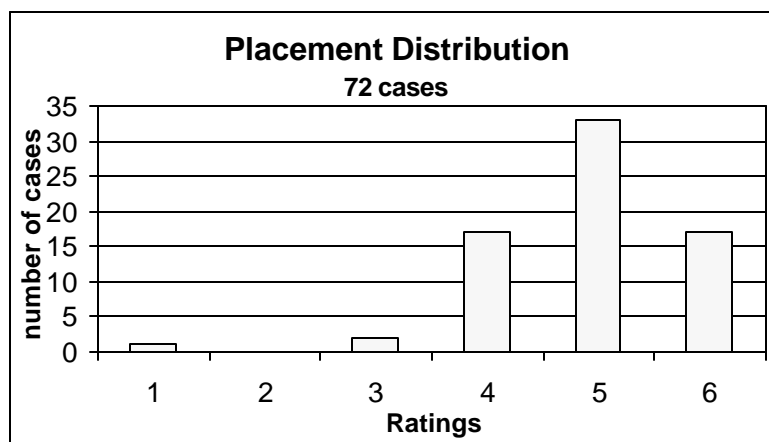
Findings: 72.9% of cases were in the acceptable range (4-6).



Appropriateness of Placement

Summative Questions: Is the child in the most appropriate placement consistent with the child's needs, age ability and peer group and consistent with the child's language and culture?

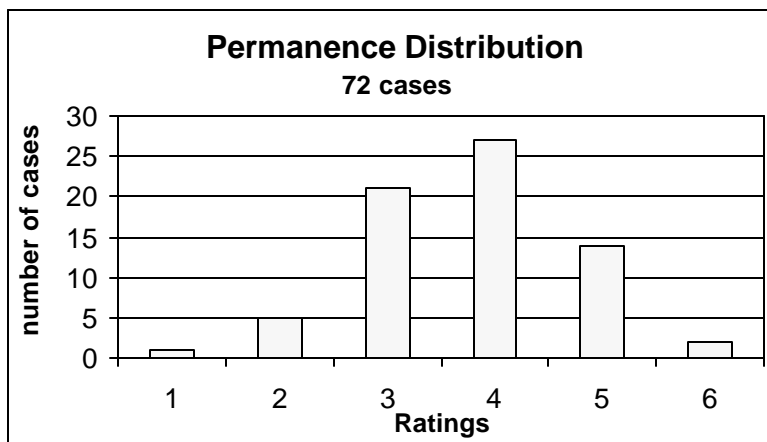
Findings: 95.7% of cases were in the acceptable range (4-6).



Prospects for Permanence

Summative Questions: Is the child living in a home that the child, caregivers, and other stakeholders believe will endure until the child becomes independent? If not, is a permanency plan presently being implemented on a timely basis that will ensure that the child will live in a safe, appropriate, permanent home?

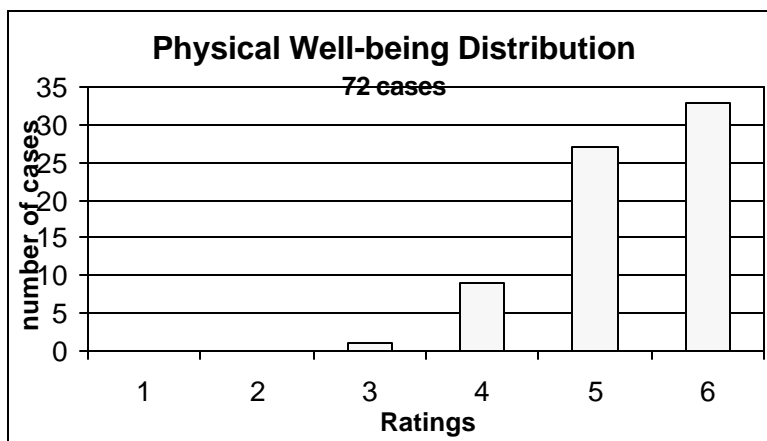
Findings: 61.4% of cases were within the acceptable range (4-6).



Health/Physical Well-Being

Summative Questions: Is the child in good health? Are the child's basic physical needs being met? Does the child have health care services, as needed?

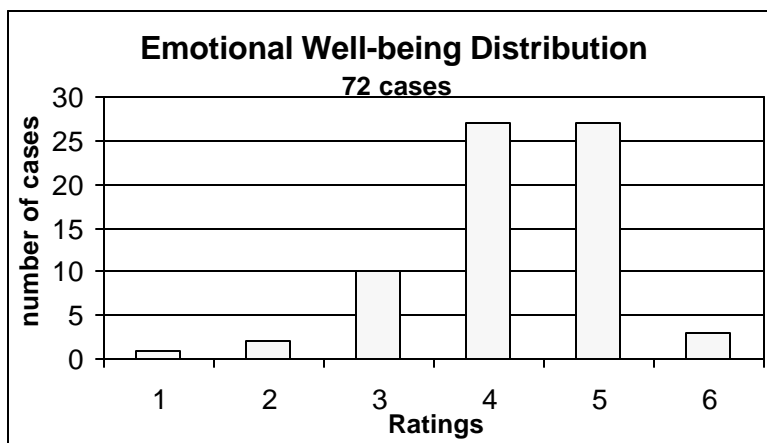
Findings: 98.6% of cases were within the acceptable range (4-6).



Emotional/Behavioral Well-Being

Summative Questions: Is the child doing well, emotionally and behaviorally? If not, is the child making reasonable progress toward stable and adequate functioning, emotionally and behaviorally, at home and school?

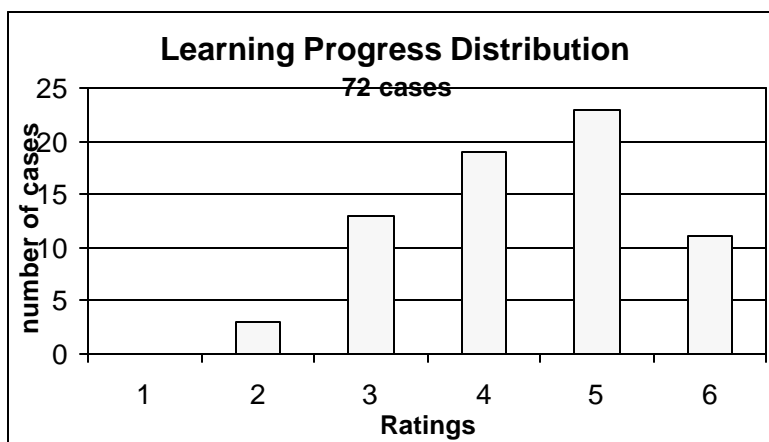
Findings: 81.4% of cases were within the acceptable range (4-6).



Learning Progress

Summative Question: (For children age five and older.) Is the child learning, progressing and gaining essential functional capabilities at a rate commensurate with his/ her age and ability?

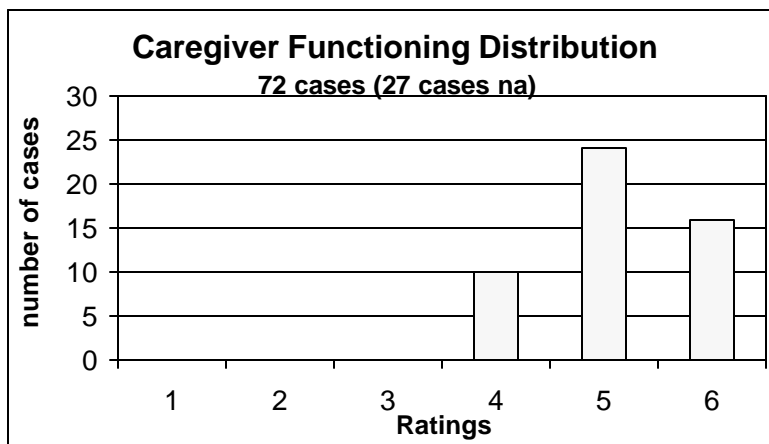
Findings: 76.8% of cases were within the acceptable range (4-6).



Caregiver Functioning

Summative Questions: Are the substitute caregivers, with whom the child is currently residing, willing and able to provide the child with the assistance, supervision, and support necessary for daily living? If added supports are required in the home to meet the needs of the child and assist the caregiver, are these supports meeting the need?

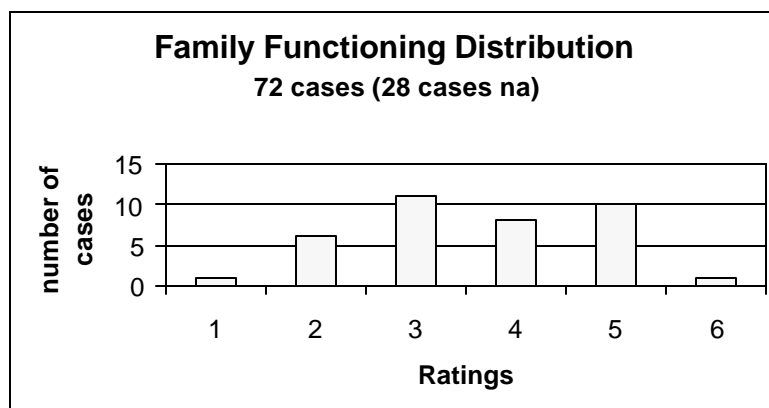
Findings: 100% of cases were within the acceptable range (4-6).



Family Functioning and Resourcefulness

Summative Questions: Does the family, with whom the child is currently residing or has a goal of reunification, have the capacity to take charge of its issues and situation, enabling them to live together safely and function successfully? Do family members take advantage of opportunities to develop and/or expand a reliable network of social and safety supports to help sustain family functioning and well-being? Is the family willing and able to provide the child with assistance, supervision, and support necessary for daily living?

Findings: 51.4% of cases were within the acceptable range (4-6).



Satisfaction

Summative Question: Are the child and primary caregiver satisfied with the supports and services they are receiving?

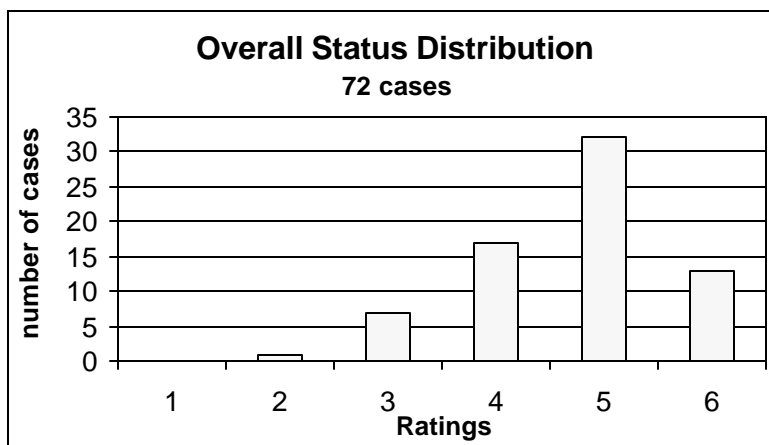
Findings: 80.0% of cases were within the acceptable range (4-6).



Overall Child Status

Summative Questions: Based on the Service Test findings determined for the Child Status Exams 1-11, how well is this child presently doing? Overall child status is considered acceptable when specified combinations and levels of examination findings are present. A special scoring procedure is used to determine Overall Child Status using a 6-point rating scale.

Findings: 88.6% of cases were within the acceptable range (4-6).



System Performance Indicators

Overall System

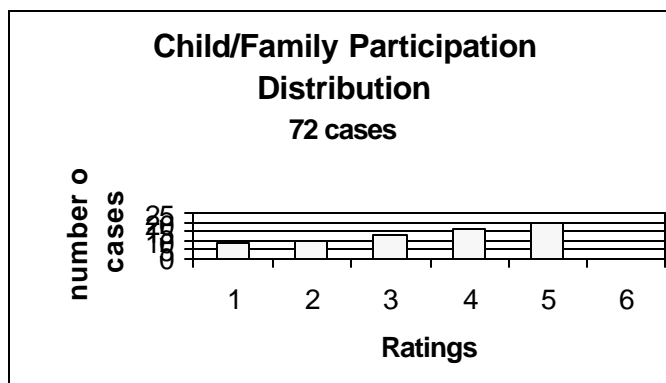
Salt Lake Valley Region System Performance

	# of cases			FY00	FY01	FY02	FY03
	# of cases	Needing Exit Criteria 70% on Shaded indicators		Baseline		Current	Current
	Acceptable	Improvement	Exit Criteria 85% on overall score	Scores		Scores	Scores
Child & Family Team/Coordination	38	32		36.7%	29.4%	34.7%	54.3%
Functional Assessment	38	32		26.6%	36.8%	33.3%	54.3%
Long-term View	29	41		33.3%	36.8%	31.9%	41.4%
Child & Family Planning Process	42	28		47.6%	30.9%	48.6%	60.0%
Plan Implementation	50	20		69.6%	67.6%	56.9%	71.4%
Tracking & Adaptation	40	30		69.0%	54.3%	56.9%	57.1%
Child & Family Participation	43	26		64.3%	50.0%	44.4%	62.8%
Formal/Informal Supports	58	12		86.7%	76.5%	73.6%	82.9%
Successful Transitions	44	25		68.6%	52.9%	49.3%	63.6%
Effective Results	51	19		73.2%	64.7%	66.7%	72.9%
Caregiver Support	47	1		92.0%	88.1%	91.1%	97.9%
Overall Score	41	29		47.6%	52.9%	48.6%	58.6%

Child/Family Participation

Summative Questions: Are family members (parents, grandparents, and stepparents) or substitute caregivers active participants in the process by which service decisions are made about the child and family? Are parents/caregivers partners in planning, providing, and monitoring supports and services for the child? Is the child actively participating in decisions made about his/her future?

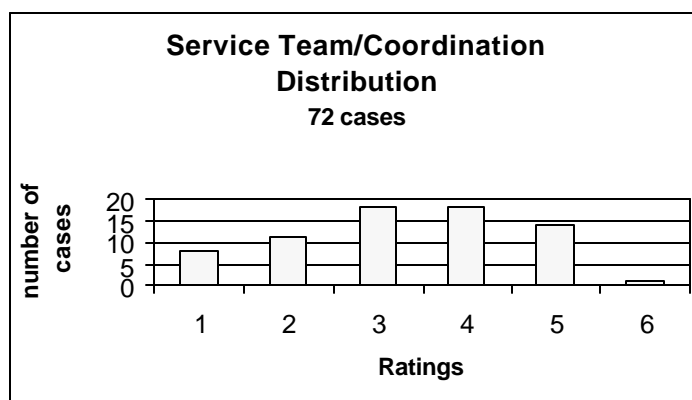
Findings: 62.3% of cases were within the acceptable range (4-6).



Child/Family Team and Team Coordination

Summative Questions: Do the people who provide services to the child/family function as a team? Do the actions of the team reflect a pattern of effective teamwork and collaboration that benefits the child and family? Is there effective coordination and continuity in the organization and provision of service across all interveners and service settings? Is there a single point of coordination and accountability for the assembly, delivery, and results of services provided for this child and family?

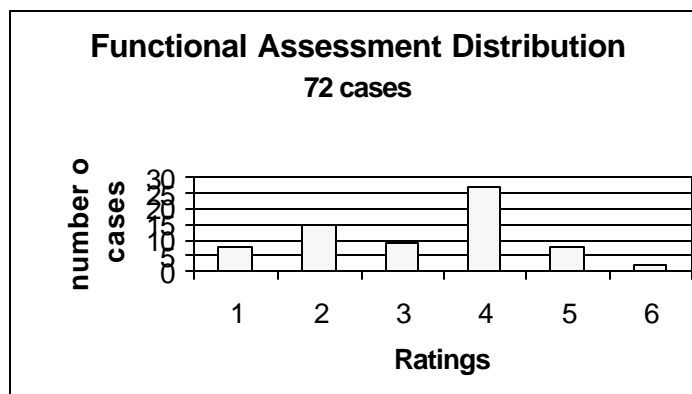
Findings: 54.3% of cases were within the acceptable range (4-6).



Functional Assessment

Summative Questions: Are the current, obvious and substantial strengths and needs of the child and family identified through existing assessments, both formal and informal, so that all interveners collectively have a “big picture” understanding of the child and family and how to provide effective services for them? Are the critical underlying issues identified that must be resolved for the child to live safely with his/her family independent of agency supervision or to obtain an independent and enduring home?

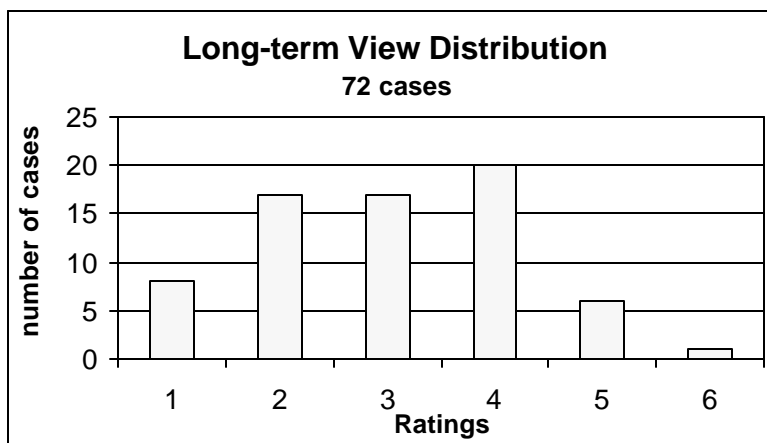
Findings: 54.3% of cases were within the acceptable range (4-6).



Long-Term View

Summative Questions: Is there an explicit plan for this child and family that should enable them to live safely without supervision from child welfare? Does the plan provide direction and support for making smooth transitions across settings, providers and levels of service?

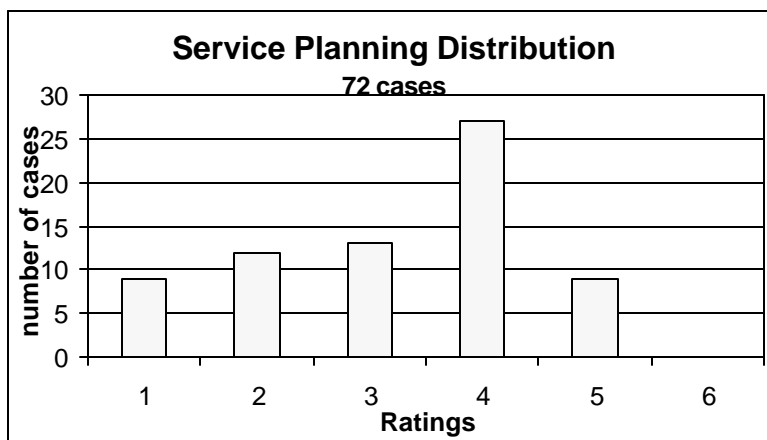
Findings: 41.4% of the cases were within the acceptable range (4-6).



Child and Family Planning Process

Summative Questions: Is the service plan (SP) individualized and relevant to needs and goals? Are supports, services and interventions assembled into a holistic and coherent service process that provides a mix of elements uniquely matched to the child/family's situation and preferences? Does the combination of supports and services fit the child and family's situation so as to maximize potential results and minimize conflicting strategies and inconveniences?

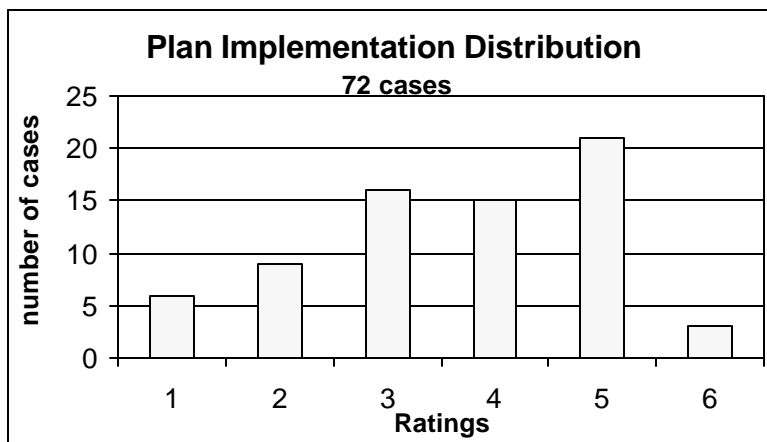
Findings: 62.3% of cases were within the acceptable range (4-6).



Plan Implementation

Summative Questions: Are the services and activities specified in the service plan for the child and family, 1) being implemented as planned, 2) delivered in a timely manner and 3) at an appropriate level of intensity? Are the necessary supports, services and resources available to the child and family to meet the needs identified in the SP?

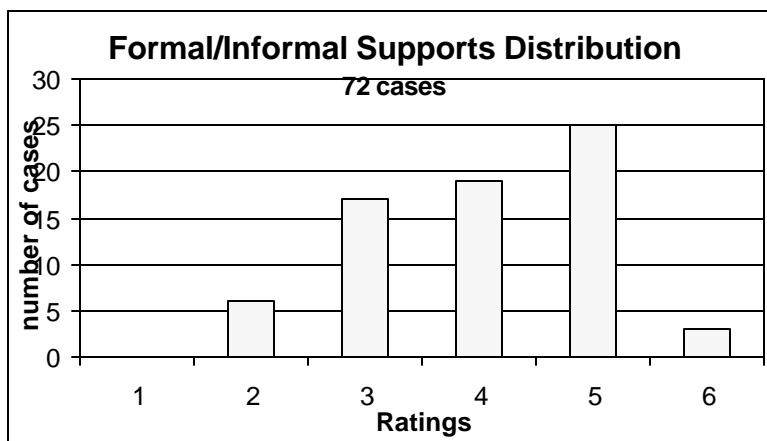
Findings: 71.4% of cases were within the acceptable range (4-6).



Formal/Informal Supports

Summative Questions: Is the available array of school, home and community supports and services provided adequate to assist the child and caregiver reach levels of functioning necessary for the child to make developmental and academic progress commensurate with age and ability?

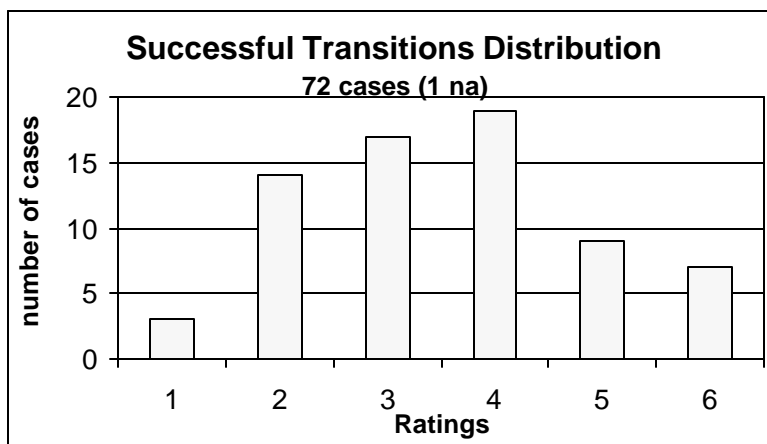
Findings: 82.9% of cases were within the acceptable range (4-6).



Successful Transitions

Summative Questions: Is the next age-appropriate placement transition for the child being planned and implemented to assure a timely, smooth and successful situation for the child after the change occurs? If the child is returning home and to school from a temporary placement in a treatment or detention setting, are transition arrangements being made to assure a smooth return and successful functioning in daily settings following the return?

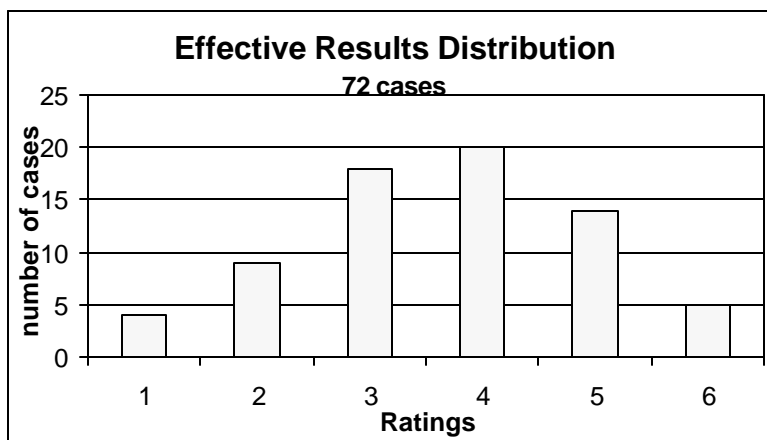
Findings: 63.8% of cases were within the acceptable range (4-6).



Effective Results

Summative Questions: Are planned education, therapies, services and supports resulting in improved functioning and achievement of desired outcomes for the child and caregiver that will enable the child to live in an enduring home without agency oversight?

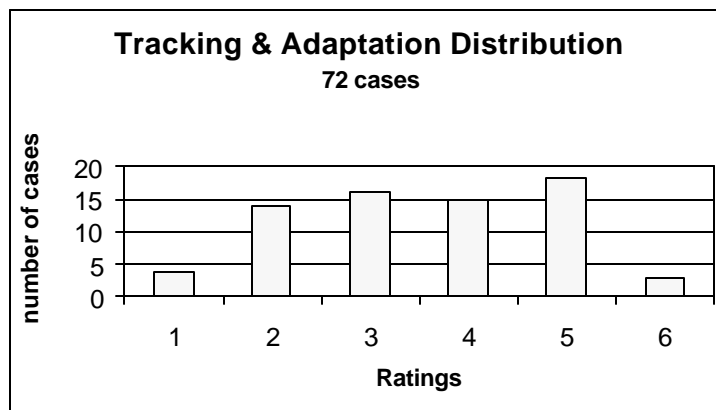
Findings: % of cases were within the acceptable range (4-6).



Tracking and Adaptation

Summative Questions: Are the child and caregiver's status, service process, and results routinely followed along and evaluated? Are services modified to respond to the changing needs of the child and caregiver and to apply knowledge gained about service efforts and results to create a self-correcting service process?

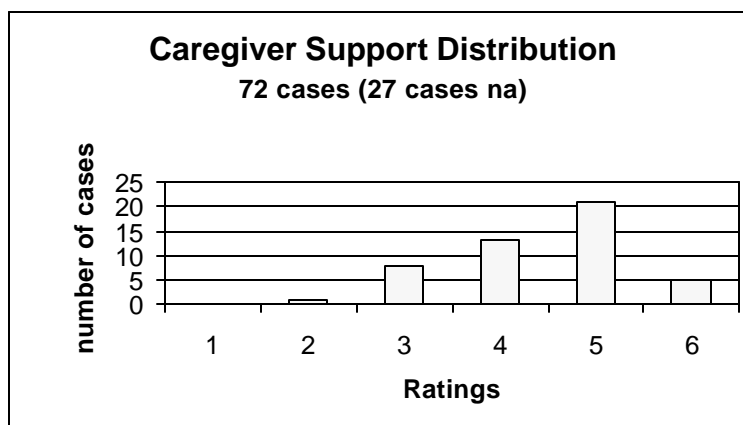
Findings: 57.1% of cases were within the acceptable range (4-6).



Caregiver Support

Summative Questions: Are substitute caregivers in the child's home receiving the training, assistance and supports necessary for them to perform essential parenting or caregiving functions for this child? Is the array of services provided adequate in variety, intensity and dependability to provide for caregiver choices and to enable caregivers to meet the needs of the child while maintaining the stability of the home?

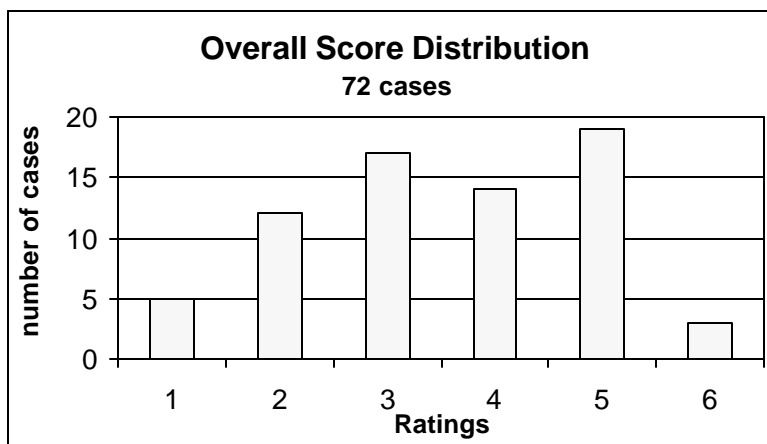
Findings: 97.9% of scores were in the acceptable range (4-6).



Overall System Performance

Summative Questions: Based on the Qualitative Case Review findings determined for System Performance exams 1-10, how well is the service system functioning for this child now? Overall system performance is considered acceptable when specified combinations and levels of examination findings are present. A special scoring procedure is used to determine Overall System Performance for a child.

Findings: 58.6% of cases were within the acceptable range (4-6).



Status Forecast

One additional measure of case status is the prognosis by the reviewer of the child and family's likely status in six months, given the current level of system performance. Reviewers respond to the question, "Where do you see this child in six months?" Of the cases reviewed, 39% were anticipated to be unchanged, 11% were expected to decline in status, and 50% were expected to improve.

Outcome Matrix--Overall Status of Child/Family

The display below presents a matrix analysis of the service testing time during the QCR. Each of the cells in the matrix shows the percent of children experiencing one of four possible outcomes:

- Outcome 1: child status acceptable, system performance acceptable
- Outcome 2: child status unacceptable, system performance acceptable
- Outcome 3: child status acceptable, system performance unacceptable
- Outcome 4: child status unacceptable, system performance unacceptable

Obviously, the desirable result is to have as many children in Outcome 1 as possible and as few in Outcome 4 as possible. It is fortunate that some children do well in spite of unacceptable system performance (Outcome 3). Experience suggests that these are, most often, either unusually resilient and resourceful children, or children who have some "champion" or advocate

who protects them from the shortcomings of the system. Unfortunately, there may also be some children who, in spite of good system performance, do not do well (these children would fall in Outcome 2).

		Favorable Status of Child	Unfavorable Status of Child	
		Outcome 1	Outcome 2	
Acceptability of Service System Performance	Acceptable System Performance	Good status for the child, system performance presently acceptable. N=39 55.7%	Poor status for the child, system performance minimally acceptable but limited in reach or efficacy. N=2 2.9%	58.6%
	Unacceptable System Performance	Good status for the child, system performance presently unacceptable. N=23 32.9%	Poor status for the child, system performance unacceptable. N=6 8.6%	41.4%
		88.6%	11.6%	

Case Story Analysis

For each of the cases reviewed in the Salt Lake Valley Region, the review team produced a narrative shortly after the review was completed. The story write-up contains a description of the findings, explaining from the reviewer's perspective what seems to be working in the system and what needs improvement. The narratives help explain the numerical results presented in the previous chapter by describing the circumstances of each case. Key practice issues identified are discussed below.

Summary of Case Specific Findings

Child and Family Status

Safety

The Salt Lake Valley Region has made steady gains in achieving an acceptable safety status. Scores since the 2000 baseline year have risen as follows: 87%, 91%, 94%, and now 97%. This reflects commendable attention to risk and safety.

Placement Appropriateness

Placement appropriateness scores remain high at 96% acceptability. In last year's review, they were at 90% acceptability. The region attends to the importance of family-based care and the need to place children in the least restrictive environment appropriate to their needs.

Prospects for Permanence

Permanence scores began at 64% in 2001 and subsequently were 75%, 60%, and this year at 61%. Twenty-seven children and youth of the 70 reviewed were not making appropriate progress toward permanency. This year's status scores suggest several practice barriers to permanence. One case reflects limitations in assessment and long-term view leading to a lack of permanency as follows. *"At this point, (the youth) faces a number of substantial obstacles – he has no clear route to permanency, he has unresolved emotional and behavioral needs, and he appears to have significant academic deficits that may reflect learning disabilities."*

In another case, the implications of practice effectiveness on permanency are also evident. *"Stability and permanence were unacceptable due to the number of placement changes coupled with ongoing unfinished assessments. [The child's] first placement lasted over one year; however, since then he has experienced three placement disruptions over the last six months. Through the disruptions and placement changes, health needs fell through the cracks. Transition plans have not been clearly defined. The quality of the functional assessment was not reflected in the written document; for example, few needs / underlying needs were identified, anticipated transitions and long-term view conflicted each other, and the flow from the assessment to the plan was poor. The plan identified many needs not reflected in the functional assessment."*

Stability

Stability scores have varied, with this year's performance (73% acceptability) about the same as last year. They were slightly higher in 2001. This plateau reflects the fact that 27% of children in the review (19 children) are not stable.

In a case with solid stability, where system performance rates a 6, the reviewer wrote of a teen, *"Everyone agrees that she is in the best possible placement. She has lived with her foster parents for the past two years and has stability in her school setting. (The youth) is living in a family setting that she, her foster parents, the biological mother, and other team members have confidence will endure until she reaches maturity."*

One reviewer describes instability in a case as, *"The placement is not stable as the mother is on the edge and expressed she could not handle (the child) being in the home, but that she did not feel that she had a choice as the caseworker told her that if the court removed one of the children they could also remove the others. The family has not developed the skills to exist together and the family functioning is tenuous at best."*

Another wrote, *“Both stability and permanence are unacceptable. He is not in a home where team members feel he can remain until independence. He has been moved repeatedly over the last six years and currently has no real permanency plan other than long-term foster care.”*

This case did not evidence a satisfactory assessment or long-term view, which contributed to the stability problem. Both of these areas need attention in the region.

Emotional Well-Being

Emotional well-being acceptability scores rose from 75% in 2002 to 81% in 2003. They were highest in 2001, at 90%. Fifty-seven of the 70 children reviewed had acceptable scores and 13 did not. Children who achieve adequate emotional and behavioral well-being tend to have the following system supports: involvement in case planning (for older youth), strong informal supports, stability, accurate assessment of needs, individualized planning, frequent contact with family (out-of-home care), and success in school. These characteristics were present in a number of the children scoring acceptably. In one case where a child had made significant progress in emotional well-being, the reviewer reported the following: *“One year ago (the youth) was running from every placement he was placed in. He was not receiving the treatment that he needed and was in potentially dangerous situations while he was AWOL. Since that time, (the youth) has successfully completed a residential treatment program. He is living in a proctor home and reports that he likes it there and it feels like home. He is on target to graduate and is a leader in his current school. All team members feel like (the youth) will make it and will be a contributing member of society in the future.”*

In a different case where scores on stability, youth involvement in decision making, assessment, transitions, and tracking were low, the reviewer described the child’s emotional well-being in the following way: *“(The youth’s) emotional/behavioral well-being has been negatively affected by his removal from his parents and his disrupted placements. He tells his therapist he has no friends, and is unsure how to hold friends once he makes them. He expresses his goal is to return to live with his parents and especially misses his relationship with his father. He came very close to being asked to leave school and not return because of behavioral problems in the past month. He has only had two therapy appointments in the past three months. He is not sufficiently engaged in the therapy process to have reached well-being.”*

System Performance

Child and Family Participation

In child and family participation, 43 cases (62%) scored acceptably, compared with 44% acceptability last year. There has been some improvement in this category. This improvement tracks positively with performance on coordination and teaming, indicating that there is some increased use of functional teams. In one example of good child and family involvement, the reviewer noted, *“In light of the fact that (the youth’s) natural parents have chosen to not take an active role in his life at this time, the foster parents have stepped into that role and feel that the youth is not just someone they are providing care for, but that he is a member of their family.”*

They are highly involved in the planning and routine management of (the youth's) needs. All of the key team members we spoke with expressed how deeply involved the foster mom is in this process."

In a case where family participation was insufficient, another reviewer wrote, *"In response to agency policy, the worker developed a service plan for the family during this period when they were unable to contact the mother. The plan exemplifies what the agency believes are services to address family needs, not what the family identifies as their needs. This same plan, originally developed in August 2002 without family participation, continues in updated condition as of the time of this review. Having had no voice in the development of the plan has resulted in lack of family acceptance of treatment expectations."*

A third case reflects the need to empower families involved in the change process and provide meaningful opportunities for them to be heard and provide input. The reviewer found, *"The family feels no support and is struggling to find a way to be heard. While they are fearful of the system they perceive as arrayed against them, they are frustrated because they think that (the youth) has been punished and that he is not a risk to other children in the home. Although the family has some supports within the Samoan community and within their church, they feel helpless when faced with decisions over which they feel they have no control. There are no services at this point to help engage them and involve them in an appropriate role in the assessment and planning process....(The youth's) family is profoundly disappointed with their level of involvement and understanding in assessment, planning, and decision-making. They do not know what to do to make their needs and concerns heard at this point. (The youth) is similarly dissatisfied, although he can identify some helpful relationships with prior providers."*

Service Team/Coordination

Teaming and coordination scores for the review period rose from 35% acceptability last year to 54% this year, a measurable improvement. However, performance needed considerable strengthening in 32 of the 70 cases reviewed. Improvements are needed in team composition, use of the team for planning and decision-making purposes, and child/family inclusion in the teaming process. In some cases there were no family team meetings.

In one case, there was an absence of a functional team, causing the reviewer to write, *"When asked about child and family meetings she stated there had never been any and this concerned her. She had been involved in family team meetings in other with prior foster children and she felt that the meetings served the purpose of everybody being at the same table for the child. The foster mother felt that better coordination of all the subgroups could have been handled in family team meetings."* Similarly, another reviewer wrote, *"The systemic problems encountered on this case are on the simplest level. There was no family team meeting held for this case."*

In another case where the team was not functioning effectively, the reviewer found, *"Although meetings are taking place to deal with the crisis that arise due to (the youth's) diabetes, the partners don't appear to be working as a team. And in fact they report that they don't feel as a team. The parents explicitly felt left out of the case and not as an integral part of the teaming*

process. There are conflicts between the foster mother and Artec and these conflicts are not being resolved in meetings. Some team members felt that they were acting independently. Although everyone spoke highly of all the work the caseworker is doing in keeping communication open with everyone. The goal on this case doesn't appear to reflect which direction the case is going, confusing everyone as to what they are working for. The one thing that is very clear to everyone is the danger this child represents to herself and her inability to manage her diabetes herself."

In a case where teaming and coordination were very effective, the reviewer found, *"The emphasis on the work of the child and family team is a significant strength in this case, as is the collaboration between the Child and Family Services worker and the RTC, particularly the therapist. Additionally, the worker seeks input from other team members and attempts to ensure that plans are implemented as designed. At the meeting in November '02, an excellent model for the conducting of such meetings was followed, which included: collective input, incorporation of the practice principles, identification of legal parameters, highlighting of strengths of the child, family, and system, notation of important concerns, listing of goals/needs and the setting forth of a general child and family team plan, as well as a detailed transition plan. The outcome of this meeting was set forth in a separate document and although aspects are reflected in the service plan, the service plan could be strengthened by fully incorporating the outcomes of child and family team meetings into the service plan. In so doing it can better serve as an integrated mechanism for driving practice with this child and family."*

From the cases reviewed, it appears that some staff lack a clear understanding of the teaming process and the skills to facilitate the process effectively. There are also questions about the clarity of expectations about the use of the family team conference.

Functional Assessment

Functional assessment scores improved from 33% acceptability last year to 54% acceptability in the current review year. While this is commendable progress, 32 of the 70 cases reviewed needed significant performance improvement. It is now more likely to find formal written functional assessments in the files than a year ago; however, work is needed to identify underlying conditions rather than symptoms and to use the assessment to inform the planning and intervention process. Some assessments are still essentially social summaries, which while useful, lack the analysis and conclusions needed by the planning team.

For example, one reviewer found, *"The change in placement has meant a delay in addressing the mental health issues for the target child. Her need to experience positive relationships with family, significant adults, and peers has received little attention. Her need to run away is not understood and is not effectively addressed in therapy and placement."*

In a case that reflects a need for worker clarity about the content of assessments and skill in assessing, the reviewer wrote, *"Even though there were a couple of functional assessments in the case file, there was no "current picture" of the family. It also appears that the caseworker struggles with what information is needed in a functional assessment. There was difficulty in*

identifying strengths and the underlying needs of the family.” Similarly, another wrote, “ The quality of the functional assessment was not reflected in the written document; for example, few needs / underlying needs were identified, anticipated transitions and long-term view conflicted with each other, and the flow from the assessment to the plan was poor. The plan identified many needs not reflected in the functional assessment”.

Some cases had good functional assessments that were useful tools for determining the direction of the case. For example, a reviewer found, *“In terms of the functional assessment, most team members appeared to have a basic common understanding of the child/family and the “big picture” compilation. A mental health assessment has been completed for the review child and issues appear to be addressed in therapy as needed. The child and family plan reflects aspects of the assessment picture and supports/services are assembled into a sensible plan.”* Another reviewer wrote, *“The functional assessment in this case has contributed to the favorable results. It discusses issues, draws conclusions, and identifies what needs to be done to either continue progress, improve functioning, or not repeat the things that have not worked in the history of this case.”*

Long-Term View

Long-term view performance improved from 32% acceptability last year to 41% acceptability in the current review period. Performance in this area is heavily influenced by the quality of assessment, teaming, and planning performance, all of which also need improvement in the region. It is difficult to know and attend to a long-term vision for the case if the team is unclear about what the child and family would need to get there. There is a tendency for staff to believe that the permanency goal provides the long-term view. The two are compatible if the permanency goal is realistic, honest, and supported by a concrete plan to achieve it. At times, however, this is not the case, resulting in an unachievable goal. When the team is not in agreement on the long-term view, the likelihood of achieving it is similarly compromised. One case sums up well the criticality of the long-term view and the harmful effects of its absence:

“The goal is for her to return home but there are no realistic strategies and time frames for this to be achieved. She is far behind grade level and not improving educationally. There is no plan to address her educational needs with specific and individual services that would increase her mastery of academic and basic living skills. Despite her age she has no Independent Living Plan that would allow her to acquire the basic living skills she needs to be independent. She is not making progress in treatment of her emotional issues. Her grandmother is not ready to assume responsibility for her care nor is this likely in the foreseeable future. For these reasons, and others mentioned above, the areas of stability, prospects for permanence, emotional/behavioral well-being, learning progress, and family resourcefulness show substantial and continuing problems. These are the most significant areas to the long-term view for the child and family.

Child and Family Planning Process

Child and family planning performance rose from 49% acceptability last year to 60% this review period. There was evidence of improvement in the use of team meetings to craft plans, and attention to strengths and to individualization. Areas needing strengthening included connecting

the plan to the functional assessment and separating needs from services. Work is needed in using plans to indicate the steps of the change process rather than only as a vehicle for stating the expected outcome (i.e., “mom should remain drug free; youth should refrain from aggressive outbursts”).

In one case the reviewer found, *“The service plan is very generic and does not reflect a coherent long-term view about how to accomplish important goals. Needs are expressed in terms of services and strengths are expressed in terms of the availability of services. The service plan clearly does not reflect the work of a functioning family team involved in updating assessments and changing plans based on results.”*

Assessing the connection between assessment and the planning process, another wrote, *“Without a team, assessment of the mother’s underlying needs is incomplete and inadequate. Symptoms of underlying problems are identified (e.g., substance abuse, domestic violence, depression), but a good big picture view has not been developed. The mother’s strengths are not capitalized on, as they relate to meeting underlying needs because neither the strengths nor needs are clearly identified. The plan resulting from the inadequate assessments is therefore ineffective and fails to address underlying needs. When the plan was unsuccessful, there were few attempts to adapt and change to maximize chance of success.”*

In a case with a sound planning process, the reviewer found, *“the child and family planning process is substantially acceptable. The plan was based upon a sound functional assessment in which all areas of the case, both short- and long-term, were considered. The caseworker reported that she met with the family members at mediation, a child and family team meeting, and individually in preparation for writing up the child and family plan.”*

Tracking and Adaptation

At 57% acceptability, tracking and adaptation performance was essentially unchanged from the previous review year. Teams should be more frequently used to track progress and help develop modifications to plans. Better communication and coordination between team members, which results in more frequent sharing of vital information, would help strengthen tracking and adaptation.

In a case where there was good tracking and adaptation, the reviewer found, *“Substantial tracking and adaptation processes seemed to be working for (the youth). Her caseworker was knowledgeable about team members and was responsive to changing conditions such as the change of feasibility of (the youth) living in California with her half-siblings.”*

In a case where follow-up was lacking, it was noted that, *“There was no tracking or adaptation of the service plan. There was documentation in the case file that this mother and her children were in domestic violence counseling when in fact when the therapist was contacted she reported that she had not seen the family in over a year”.*

There is still a tendency in some cases to retain existing plans, even when there are new events in the life of the child/family. As one reviewer found, *“The service plan is not updated when circumstances change. Medicines, mental health diagnoses/treatment, and academic needs are not individualized in the plan or updated/changed. (The youth’s) most current case plan looks exactly like his former case plan.”*

Successful Transitions

Performance in assuring successful transitions changed from 49% acceptability last year to 64% acceptability, a notable improvement. The following example illustrates careful planning for a school transition: *“The caseworker held a meeting with the foster parent and schoolteachers prior to the start of school to make sure that everyone knew what was happening with (the youth). The teacher was aware of (the youth’s) situation and the fact that her adoption was about to be terminated. He said that he was aware of whom to call if there were any problems with (the youth). He knew who the caseworker was and also who the foster parent was. He had phone numbers for both and reported that both the foster parent and caseworker had attended parent/teacher conference.”*

Overall System Performance

Overall system performance improved from 49% acceptability in the last review period to 59% in the current period.

VIII. Recommendations for Practice Improvement

At the conclusion of the week of case record reviews, the review team provides regional staff its impressions regarding practice development needs that were observed during the review. While these impressions do not have the benefit of an analysis of the aggregate scores of practice trends in all cases, the feedback is useful in quickly interpreting what was learned. The feedback suggested the following practice needs and challenges:

Practice Development Opportunities

The region continues to work toward creating a seamless region rather than continuing to look at the three former regions, Cottonwood, Granite, and Salt Lake, as separate entities. Scores and performance measures in this report are combined to support that goal. However, it is impossible to ignore the fact that offices that comprise the former Cottonwood Region scored most poorly in system performance compared to the other areas. This is noted because the distinction is so significant. Overall system performance scores for Salt Lake and Granite were 71% and 67% respectively. For the Cottonwood area, the overall performance score was 36.4%. Clearly, management attention is needed to address this disparity. See Section IX for scores of the three separate areas.

Region-wide, one overarching practice challenge stood out. Some staff continue to have a tendency to see the practice model approaches as individual compliance requirements rather than

a process that begins with engagement and concludes with interventions. This appears to be the reason that reviewers find:

- That team meetings are held because they are required (and at time resemble staffings), rather than as an opportunity to involve the family and its allies.
- That functional assessments tend to be free standing descriptions rather than an analytical tool to inform the planning process.
- That plans are not consistently driven by the assessment process or routinely monitored and updated.
- That the long-term view is obscured.

Work is needed to communicate to staff the sequence of the practice model principles as they are to be applied in work with children and families. Within the sequence, four individual areas of practice are identified as the most strategically important to focus on. They are listed below.

Child and Family Teaming and Coordination. While there was improvement in performance this year, effective teaming is not consistent. Where it works well, outcomes improve. So this is an area meriting intensive management attention. Staff need help in the effective facilitation of family team meetings. Because so many staff in this region have not completed practice model training (108 out of 315), there is a need for continuous mentoring and modeling of facilitation skills. Because in some cases no family team meetings are held, the clarity of expectations and attention to accountability also need to be given priority.

Functional Assessment. Good functional assessments are the foundation of effective plans. While there is evidence of effort to develop functional assessments, and in some cases good work in this regard, further progress is needed. Assessments should go beyond historical summaries and contain both analysis and conclusions about underlying conditions and needs. The team needs a more prominent role in contributing to the assessment. And assessments should be used to guide the planning process. In some cases assessments appear to be seen as compliance requirements, not dynamic tools. Additional attention is also needed in the assessment process to child and family cultural issues.

Child and Family Planning Process. There has been definite improvement in this area. Practice can be strengthened by greater reliance on the functional assessment and more individualization of plans. As is the case with functional assessment, the contributions of the team to the planning process should be maximized.

Long-Team View. When assessments are not attentive to underlying conditions and plans focus more on symptoms than needs, it is difficult to achieve a long-term view of the case. Many staff remain unclear about the meaning and purpose of the long-term view.

Recommendations

Child and Family Services is working on strengthening its mentoring approach and adding trainers to complete the delivery of practice model training. The additional hiring that is occurring should assist the region with maintaining an adequate workforce. At the regional level, the following three steps are recommended as a priority.

- Develop/select a pool of expert mentors who can begin the mentoring process with inexperienced staff immediately. Mentoring attention should focus on facilitation skills, assessment, and planning.
- Home-based and family preservation cases scored less acceptably in this review. Reviewers expressed concerns about cases being closed too quickly, without adequate supports for transitions. The region should examine its home-based practice to determine if additional attention is needed to the intensity and duration of supports.
- Questions arise about whether supervisors are setting clear practice expectations for staff and monitoring and providing feedback as part of their accountability practice. Supervisors should consistently observe the quality of family team conference facilitation, assessments, and plans and provide feedback and coaching where needed. Managers should monitor supervisory practice to insure that this occurs.

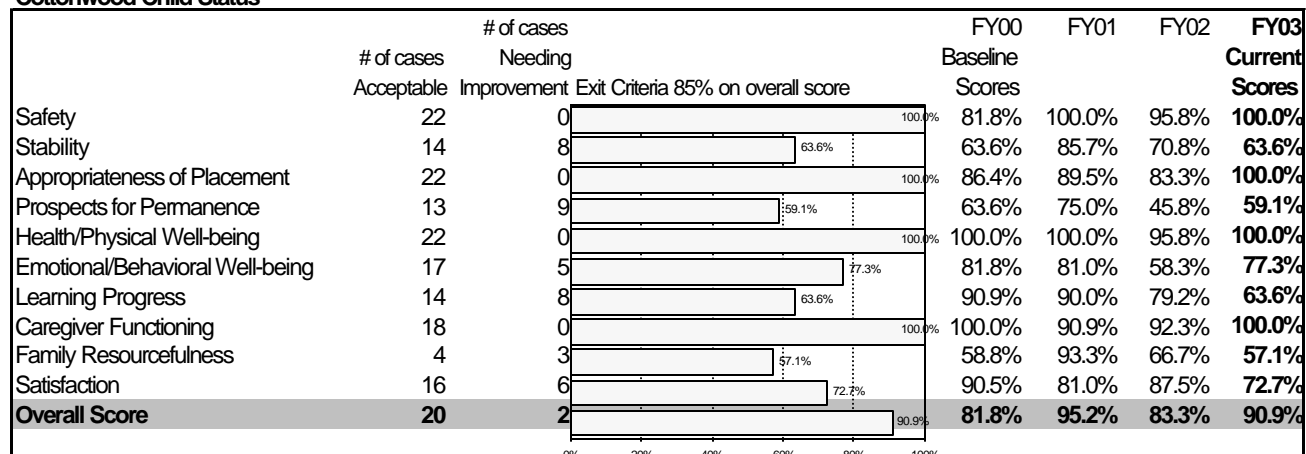
System Issues

Several long-standing barriers (flex fund policy, overall practice model policy, staffing, and increased training policy) are being addressed as part of a recent agreement between the parties, now ratified by the court. If they has not yet been completed, the long-pending revisions to SAFE regarding assessment and planning need to be finished and made available to staff.

IX. Results by Area

Child Status Results by Area:

Cottonwood Child Status



Salt Lake Valley Region Report

Granite Child Status

	# of cases	# of cases	# of cases	FY00	FY01	FY02	FY03
	Acceptable	Needing Improvement	Exit Criteria 85% on overall score	Baseline Scores			Current Scores
Safety	23	1	95.8%	81.8%	82.6%	95.8%	95.8%
Stability	18	6	75.0%	72.7%	56.5%	75.0%	75.0%
Appropriateness of Placement	21	3	87.5%	90.9%	95.7%	91.7%	87.5%
Prospects for Permanence	15	9	62.5%	54.5%	56.5%	70.8%	62.5%
Health/Physical Well-being	24	0	100.0%	90.9%	91.3%	100.0%	100.0%
Emotional/Behavioral Well-being	19	5	79.2%	72.7%	87.0%	75.0%	79.2%
Learning Progress	20	3	87.0%	90.9%	91.3%	79.2%	87.0%
Caregiver Functioning	16	0	100.0%	100.0%	93.3%	93.8%	100.0%
Family Resourcefulness	6	9	40.0%	50.0%	61.1%	50.0%	40.0%
Satisfaction	20	4	83.3%	72.7%	78.3%	82.6%	83.3%
Overall Score	21	3	87.5%	81.8%	82.6%	87.5%	87.5%

Salt Lake Child Status							
	# of cases	# of cases		FY00	FY01	FY02	FY03
	Acceptable	Needing Improvement	Exit Criteria 85% on overall score	Baseline Scores			Current Scores
Safety	23	1	95.8%	100.0%	91.7%	91.7%	95.8%
Stability	19	5	79.2%	77.8%	87.5%	70.8%	79.2%
Appropriateness of Placement	24	0	100.0%	100.0%	100.0%	95.8%	100.0%
Prospects for Permanence	15	9	62.5%	77.8%	91.7%	62.5%	62.5%
Health/Physical Well-being	23	1	95.8%	100.0%	95.8%	91.7%	95.8%
Emotional/Behavioral Well-being	21	3	87.5%	66.7%	100.0%	91.7%	87.5%
Learning Progress	19	5	79.2%	77.8%	83.3%	79.2%	79.2%
Caregiver Functioning	16	0	100.0%	100.0%	100.0%	100.0%	100.0%
Family Resourcefulness	9	6	60.0%	80.0%	73.3%	52.9%	60.0%
Satisfaction	21	3	87.5%	88.9%	83.3%	87.5%	87.5%
Overall Score	21	3	87.5%	100.0%	91.7%	91.7%	87.5%


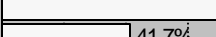
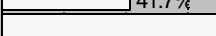

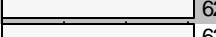
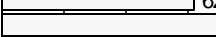
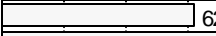
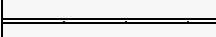
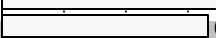

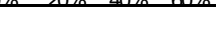
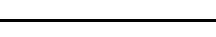
System Performance Results by Area:


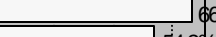
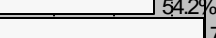


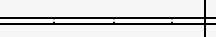
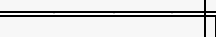
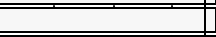
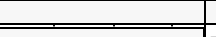

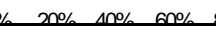

Cottonwood System Performance

	# of cases	# of cases	# of cases	FY00	FY01	FY02	FY03
	Acceptable	Needing Improvement	Exit Criteria 70% on Shaded indicators	Baseline Scores			Current Scores
Child & Family Team/Coordination	6	16	27.3%	40.9%	23.8%	37.5%	27.3%
Functional Assessment	5	17	22.7%	31.8%	33.3%	20.8%	22.7%
Long-term View	6	16	27.3%	31.8%	42.9%	29.2%	27.3%
Child & Family Planning Process	8	14	36.4%	40.9%	38.1%	37.5%	36.4%
Plan Implementation	13	9	59.1%	63.6%	57.1%	41.7%	59.1%
Tracking & Adaptation	9	13	40.9%	68.2%	47.6%	41.7%	40.9%
Child & Family Participation	9	13	40.9%	63.6%	47.6%	45.8%	40.9%
Formal/Informal Supports	16	6	72.7%	81.8%	76.2%	62.5%	72.7%
Successful Transitions	11	10	52.4%	66.7%	52.4%	30.4%	52.4%
Effective Results	15	7	68.2%	76.2%	61.9%	58.3%	68.2%
Caregiver Support	15	1	93.8%	70.6%	81.8%	100.0%	93.8%
Overall Score	8	14	36.4%	45.5%	52.4%	37.5%	36.4%

Salt Lake Valley Region Report

Granite System Performance

	# of cases	# of cases		FY00	FY01	FY02	FY03
	# of cases	Needing	Exit Criteria 70% on Shaded indicators	Baseline			Current
	Acceptable	Improvement	Exit Criteria 85% on overall score	Scores			Scores
Child & Family Team/Coordination	14	10		18.2%	26.1%	29.2%	58.3%
Functional Assessment	17	7		18.2%	26.1%	41.7%	70.8%
Long-term View	10	14		27.3%	17.4%	41.7%	41.7%
Child & Family Planning Process	17	7		54.5%	8.7%	50.0%	70.8%
Plan Implementation	18	6		54.5%	56.5%	58.3%	75.0%
Tracking & Adaptation	15	9		63.6%	52.2%	62.5%	62.5%
Child & Family Participation	15	9		45.5%	43.5%	41.7%	62.5%
Formal/Informal Supports	21	3		90.9%	73.9%	79.2%	87.5%
Successful Transitions	15	9		54.5%	39.1%	70.8%	62.5%
Effective Results	18	6		63.6%	47.8%	70.8%	75.0%
Caregiver Support	16	0		100.0%	80.0%	100.0%	100.0%
Overall Score	16	8		45.5%	39.1%	50.0%	66.7%

Salt Lake System Performance							
		# of cases		FY00	FY01	FY02	FY03
	# of cases	Needing	Exit Criteria 70% on Shaded indicators	Baseline			Current
	Acceptable	Improvement	Exit Criteria 85% on overall score	Scores			Scores
Child & Family Team/Coordination	18	6		44.4%	37.5%	37.5%	75.0%
Functional Assessment	16	8		33.3%	50.0%	37.5%	66.7%
Long-term View	13	11		44.4%	50.0%	25.0%	54.2%
Child & Family Planning Process	17	7		55.6%	45.8%	58.3%	70.8%
Plan Implementation	19	5		55.6%	87.5%	70.8%	79.2%
Tracking & Adaptation	16	8		77.8%	62.5%	66.7%	66.7%
Child & Family Participation	19	4		88.9%	58.3%	45.8%	82.6%
Formal/Informal Supports	21	3		88.9%	79.2%	79.2%	87.5%
Successful Transitions	18	6		44.4%	66.7%	45.8%	75.0%
Effective Results	18	6		77.8%	83.3%	70.8%	75.0%
Caregiver Support	16	0		75.0%	100.0%	75.0%	100.0%
Overall Score	17	7		55.6%	66.7%	58.3%	70.8%

Appendix

Milestone Trend Indicators

1. Number and percent of Home-Based child clients who came into Out-of-Home care within 12 months of Home-Based case closure. (Data is pulled one year prior in order to look 12 months forward.)

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	33	7%	40	8%	22	5%	18	4%	19	6%	18	4%	19	4%	27	6%	16	4%	15	4%
Salt Lake	49	8%	24	3%	39	5%	25	5%	23	4%	21	4%	27	5%	31	6%	37	6%	31	8%
Western	15	7%	17	7%	19	8%	18	7%	9	5%	3	2%	13	7%	2	1%	7	3%	7	5%
Eastern	10	7%	10	8%	9	6%	10	8%	6	3%	8	9%	2	2%	5	4%	4	4%	3	4%
Southwest	0	0%	4	5%	1	1%	1	1%	3	3%	5	9%	4	4%	8	11%	2	3%	0	0%
State	107	7%	95	5%	90	5%	72	5%	60	5%	55	4%	65	5%	74	5%	68	5%	56	4%

2. Number and percent of children in Out-of-Home care who were victims of substantiated allegations of abuse and neglect by Out-of-Home care parents, Out-of-Home care siblings, or residential staff.

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4thrd QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	0	0.0%	1	0.2%	3	0.5%	1	0.2%	2	0.4%	8	1.6%	0	0.0%	4	0.2%	0	0.0%	1	0.26%
Salt Lake	3	0.2%	0	0.0%	3	0.2%	1	0.1%	5	0.4%	1	0.1%	1	0.1%	0	0.0%	3	0.3%	0	n/a
Western	0	0.0%	2	0.7%	0	0.0%	1	0.0%	0	0.0%	1	0.4%	0	0.0%	5	1.7%	0	0.0%	0	n/a
Eastern	0	0.0%	0	0.0%	0	0.0%	1	0.0%	1	0.4%	0	0.0%	2	1.2%	0	0.0%	2	0.8%	2	0.75%
Southwest	0	0.0%	0	0.0%	0	0.0%	1	0.8%	0	0.0%	3	1.9%	0	0.0%	0	0.0%	0	0.0%	0	n/a
State	3	0.1%	3	0.1%	6	0.2%	5	0.2%	8	0.3%	13	0.5%	3	0.1%	9	0.4%	5	0.2%	3	0.13%

3. Number and percent of substantiated child victims with a prior Home-Based or Out-of-Home care case within the last 12 months.

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	66	9%	56	9%	50	8%	62	9%	49	8%	62	10%	47	8%	75	12%	57	8%	50	7%
Salt Lake	60	6%	93	8%	69	6%	64	5%	100	8%	69	5%	77	6%	118	9%	65	5%	74	6%
Western	23	8%	14	5%	29	8%	13	3%	27	8%	32	7%	28	8%	30	8%	33	8%	10	2%
Eastern	15	12%	10	6%	9	7%	9	6%	10	6%	18	11%	12	7%	22	14%	20	12%	20	9%
Southwest	14	6%	19	12%	9	4%	12	6%	9	5%	6	3%	11	5%	5	2%	3	1%	18	9%
State	178	8%	192	8%	166	7%	160	6%	194	7%	188	7%	175	7%	249	9%	177	6%	172	6%

4. Number and percent of substantiated child victims with a prior CPS substantiated allegation within the last 12 months.

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	110	16%	95	16%	67	11%	93	14%	80	13%	88	14%	66	11%	108	17%	81	11%	88	13%
Salt Lake	119	11%	137	11%	148	12%	158	12%	191	14%	148	11%	147	12%	183	13%	159	13%	166	13%
Western	27	9%	38	13%	51	14%	46	12%	40	11%	35	8%	55	17%	58	15%	55	13%	66	14%

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Eastern	24	19%	16	10%	10	8%	22	15%	13	8%	21	13%	33	19%	25	16%	20	12%	31	13%
Southwest	20	6%	17	10%	17	8%	22	12%	19	10%	17	9%	39	17%	23	10%	21	10%	27	14%
State	300	13%	303	13%	293	12%	341	13%	342	13%	310	11%	339	13%	403	14%	336	12%	380	13%

5. Number and percent of children in care for at least one year that attained permanency through case closure prior to 24 months of custody. (Data is pulled two years prior in order to look 24 months forward.)

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	24	63%	17	65%	22	69%	30	60%	22	76%	16	47%	24	73%	26	65%	17	63%	12	43%
Salt Lake	55	53%	51	50%	53	58%	53	61%	72	62%	51	59%	40	53%	54	57%	52	68%	62	68%
Western	4	36%	6	67%	12	60%	17	77%	13	62%	10	59%	16	57%	6	43%	5	38%	13	62%
Eastern	6	32%	11	92%	6	40%	7	47%	6	40%	14	74%	7	50%	14	61%	9	56%	4	44%
Southwest	4	44%	3	60%	5	38%	1	33%	0	0%	9	69%	3	60%	1	13%	3	38%	4	36%
State	93	52%	88	57%	98	57%	108	61%	113	61%	100	59%	90	58%	101	56%	86	63%	95	59%

6. Number and percent of children who entered Out-of-Home care who attained permanency through custody termination within one year. (Data is pulled one year prior in order to look 12 months forward.)

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	139	83%	115	77%	103	76%	102	71%	83	78%	107	79%	99	76%	88	75%	91	75%	62	72%
Salt Lake	265	70%	156	66%	113	60%	92	49%	88	54%	105	53%	93	53%	86	46%	107	60%	86	54%
Western	37	64%	27	61%	31	53%	43	75%	31	70%	34	62%	38	70%	35	76%	55	71%	57	73%
Eastern	38	72%	25	57%	21	60%	25	52%	31	66%	45	83%	35	67%	30	75%	29	71%	23	61%
Southwest	18	86%	18	58%	15	75%	24	75%	17	68%	18	62%	15	63%	13	62%	27	59%	19	61%
State	497	73%	341	68%	283	64%	286	61%	250	65%	309	66%	280	64%	255	62%	309	67%	247	63%

7. Number and percent of children with prior custody episodes within 6, 12, and 18 months.

		1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	Mos.	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	6	10	9%	10	8%	17	13%	18	15%	10	8%	10	12%	13	10%	10	6%	14	10%	9	8%
	12	13	12%	23	17%	24	18%	20	17%	13	11%	21	25%	17	13%	25	19%	20	14%	15	14%
	18	17	16%	24	8%	29	22%	25	21%	15	12%	21	25%	21	16%	27	21%	22	16%	17	16%
Salt Lake	6	6	4%	15	8%	10	6%	5	2%	8	5%	16	10%	10	5%	11	6%	14	9%	4	4%
	12	8	14%	23	12%	17	10%	21	12%	15	9%	23	14%	18	9%	13	7%	22	14%	5	5%
	18	14	9%	29	15%	20	11%	23	13%	16	9%	25	16%	22	11%	14	8%	23	15%	9	8%
Western	6	3	7%	1	2%	1	2%	4	9%	1	1%	6	8%	2	4%	2	3%	11	17%	1	2%
	12	3	7%	5	9%	2	4%	7	16%	2	3%	6	8%	3	5%	8	13%	14	21%	4	7%
	18	4	9%	6	11%	4	7%	7	16%	2	3%	10	13%	6	11%	8	13%	14	21%	4	7%
Eastern	6	6	13%	3	4%	2	4%	2	5%	6	12%	2	5%	3	6%	2	4%	4	9%	2	4%
	12	12	26%	4	7%	4	8%	3	8%	8	17%	5	13%	4	9%	4	13%	6	13%	9	2%
	18	13	28%	4	7%	6	12%	5	13%	8	17%	6	16%	5	11%	4	13%	6	12%	12	2%

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Southwest	6	1	4%	3	10%	2	8%	1	5%	2	4%	0	0%	0	0%	2	4%	0	0%	1	5%
	12	1	4%	4	14%	3	12%	1	5%	2	4%	0	0%	1	3%	4	8%	1	8%	1	5%
	18	2	8%	4	14%	6	25%	2	9%	5	11%	1	3%	1	3%	4	8%	1	8%	3	1%
State	6	26	7%	32	7%	32	8%	30	7%	27	6%	34	9%	28	6%	25	6%	43	10%	17	5%
	12	37	10%	59	12%	50	12%	52	13%	40	8%	55	14%	43	9%	51	11%	63	15%	34	10%
	18	50	13%	67	14%	65	15%	62	15%	46	10%	63	16%	55	12%	54	12%	66	16%	45	13%

8. Average months in care of cohorts in children in Out-of-Home care by goal, ethnicity, and sex. (Workers have 45 days to establish a goal and enter it in SAFE. Cases that were closed prior to a goal being established are not reported under this trend.)

	1st QT 2001	2nd QT 2001	3rd QT 2001	4th QT 2001	1st QT 2002	2nd QT 2002	3rd QT 2002	4th QT 2002	1st QT 2003	2nd QT 2003										
Adoption																				
Northern	18	19	24	18	14	20	13	19	18	14										
Salt Lake	19	31	23	26	21	26	24	25	23	16										
Western	21	17	19	18	10	9	6	20	16	26										
Eastern	34	26	0	41	17	15	18	14	16	10										
Southwest	7	15	16	24	11	20	17	13	11	21										
State	18	25	23	23	18	22	15	21	20	16										
Guardianship																				
Northern	22	19	27	3	0	12	8	9	6	18										
Salt Lake	18	14	21	22	23	19	16	29	23	18										
Western	59	20	5	42	10	3	68	15	26	11										
Eastern	16	6	14	0	0	13	0	53	32	60										
Southwest	17	0	0	6	5	48	0	2	13	11										
State	28	14	22	22	17	17	24	24	21	18										
Independent living																				
Northern	35	19	26	41	49	30	28	26	43	39										
Salt Lake	29	46	37	31	42	23	36	30	38	47										
Western	36	44	23	12	42	33	45	26	22	20										
Eastern	10	26	15	10	25	38	47	22	45	45										
Southwest	18	12	73	15	0	24	13	28	11	29										
State	30	36	33	26	43	27	37	27	37	41										
Individualized permanency plan																				
Northern	21	28	27	32	25	49	20	47	30	31										
Salt Lake	47	38	32	56	36	34	22	41	37	33										
Western	48	18	34	30	66	11	0	0	26	0										
Eastern	35	47	27	19	26	23	26	21	11	15										
Southwest	37	6	26	49	0	41	13	17	20	26										
State	41	33	30	38	36	33	22	37	32	29										
Return home																				
Northern	12	11	8	9	8	7	9	9	11	10										
Salt Lake	13	14	11	10	11	10	10	11	12	11										
Western	10	9	9	10	6	6	7	10	7	8										

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Eastern	11	5	10	8	8	13	7	9	8	5									
Southwest	7	8	11	7	6	11	5	7	11	10									
State	12	11	10	9	9	9	9	10	11	9									
Average length of stay of children in custody by ethnicity. (Data is average number of months.)																			
	1st QT 2001	2nd QT 2001	3rd QT 2001	4th QT 2001	1st QT 2002	2nd QT 2002	3rd Q 2002	4th QT 2002	1st QT 2003	2nd QT 2003									
African American																			
Northern	3	25	6	24	12	15	8	0	30	12									
Salt Lake	27	36	19	29	32	27	36	9	17	16									
Western	52	3	7	3	0	0	2	0	10	5									
Eastern	0	0	0	0	0	0	0	0	12	1									
Southwest	0	0	0	29	0	0	0	0	0	0									
State	19	55	20	25	30	21	15	9	18	14									
American Indian/Alaska Native																			
Northern	4	0	24	23	0	0	1	11	7	14									
Salt Lake	11	23	16	21	17	11	5	5	23	3									
Western	11	21	10	1	9	0	67	10	11	0									
Eastern	27	32	11	2	19	36	11	22	33	9									
Southwest	30	11	0	0	0	42	0	12	12	32									
State	21	28	10	16	17	20	17	15	19	14									
Asian																			
Northern	9	36	0	0	73	0	0	16	0	0									
Salt Lake	7	19	0	0	13	38	4	7	0	10									
Western	0	0	0	0	57	0	0	21	0	0									
Eastern	0	0	0	0	0	0	0	0	0	0									
Southwest	0	0	0	0	0	0	0	0	0	0									
State	6	26	0	0	31	38	4	13	0	10									
Caucasian																			
Northern	9	10	9	9	20	14	9	10	8	9									
Salt Lake	20	23	20	24	25	24	17	20	19	18									
Western	22	11	13	12	28	9	16	12	12	12									
Eastern	17	11	10	18	12	14	17	10	11	9									
Southwest	12	8	19	14	4	27	6	14	12	13									
State	21	22	21	17	21	19	13	14	14	13									
Hispanic																			
Northern	7	8	9	9	7	13	6	10	7	6									
Salt Lake	14	14	16	12	15	14	14	13	18	13									
Western	9	5	4	19	7	4	9	25	6	4									
Eastern	6	3	4	4	12	0	7	1	14	20									
Southwest	5	8	16	6	0	10	7	3	5	24									
State	11	10	14	11	12	12	10	12	11	9									
Other/Unknown																			
Northern	10	9	11	6	7	8	5	12	13	45									
Salt Lake	9	11	14	10	12	10	12	16	15	15									
Western	18	12	9	11	15	7	12	0	16	18									
Eastern	5	0	5	13	10	8	7	6	0	0									
Southwest	11	3	48	12	5	7	3	13	6	0									
State	14	9	9	9	10	9	9	14	14	18									

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Pacific Islander																				
Northern	0	31	0	16	0	0	0	0	0	0										
Salt Lake	17	18	4	8	0	12	3	10	21	11										
Western	0	0	0	0	0	0	0	0	1	16										
Eastern	0	38	0	0	0	0	0	0	0	10										
Southwest	0	0	0	0	0	0	0	18	0	0										
State	17	14	2	17	0	12	3	14	11	9										
Average number of months children in custody by sex																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Northern	8	9	10	11	9	9	9	9	12	10	12	12	7	7	11	10	7	9	10	8
Salt Lake	16	16	22	18	17	18	17	20	21	17	16	17	14	15	16	17	18	19	14	16
Western	16	21	10	13	13	10	12	13	24	13	6	8	20	9	12	15	11	11	8	9
Eastern	21	9	21	8	8	9	10	15	10	13	12	16	12	12	11	13	15	15	4	16
Southwest	13	11	8	6	12	14	13	14	5	4	22	17	6	5	10	14	10	11	14	17
State	14	14	15	14	13	12	14	14	18	13	14	14	12	12	13	14	13	14	11	14
9. Percent of CPS investigations initiated within the time period mandated by state or local statute, regulation, or policy.																				
	Priority	1st QT 2001	2nd QT 2001	3rd QT 2001	4th QT 2001	1st QT 2002	2nd QT 2002	3rd QT 2002	4th QT 2002	1st QT 2003	2nd QT 2003									
Northern	1	100%	50%	100%	100%	100%	100%	100%	100%	n/a*	100%									
	2	92%	94%	88%	88%	89%	91%	92%	88%	88%	92%									
	3	75%	80%	82%	77%	72%	75%	72%	75%	73%	67%									
	4								74%	78%	83%									
Salt Lake	1	92%	93%	86%	87%	95%	91%	85%	81%	88%	90%									
	2	87%	92%	89%	88%	90%	91%	90%	91%	88%	89%									
	3	71%	71%	74%	73%	69%	69%	69%	70%	68%	71%									
	4								77%	74%	73%									
Western	1	100%	86%	100%	86%	96%	79%	90%	90%	97%	96%									
	2	87%	91%	88%	83%	89%	88%	90%	81%	74%	87%									
	3	58%	61%	65%	55%	55%	53%	56%	54%	57%	60%									
	4								61%	56%	62%									
Eastern	1	79%	80%	88%	79%	100%	100%	80%	67%	88%	93%									
	2	91%	85%	93%	89%	89%	96%	81%	85%	76%	87%									
	3	84%	87%	92%	93%	90%	90%	94%	91%	89%	88%									
	4								78%	95%	83%									
Southwest	1	95%	80%	100%	100%	100%	92%	64%	100%	100%	88%									
	2	90%	85%	88%	92%	91%	85%	90%	83%	87%	93%									
	3	75%	85%	87%	86%	88%	87%	87%	85%	84%	89%									
	4								93%	96%	98%									
State	1	93%	88%	92%	86%	96%	89%	82%	83%	91%	91%									
	2	89%	92%	89%	88%	90%	90%	90%	88%	86%	90%									
	3	70%	74%	77%	74%	71%	70%	71%	72%	70%	72%									
	4								75%	73%	75%									
*Northern had no priority 1 referrals in 1st quarter.																				

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10. Percent of children experiencing fewer than three placement changes within an Out-of-Home care service episode.																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	75	68%	87	62%	89	62%	106	75%	80	73%	76	73%	94	73%	92	73%	120	80%	76	70%
Salt Lake	109	46%	98	49%	85	45%	90	49%	89	46%	86	46%	107	53%	111	56%	110	50%	91	59%
Western	29	64%	28	49%	19	46%	45	67%	49	63%	47	78%	28	55%	36	68%	34	61%	51	71%
Eastern	32	64%	37	69%	33	73%	22	58%	32	61%	25	56%	27	68%	35	63%	28	65%	27	77%
Southwest	20	59%	15	54%	12	67%	8	42%	15	60%	11	46%	11	55%	17	74%	16	57%	12	38%
State	265	54%	265	55%	238	55%	271	60%	265	58%	245	58%	267	61%	291	64%	308	62%	258	64%
11. Number and percent of children in placement by order of restrictiveness. (Point-in-time: last day of the report period.)																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Residential treatment																				
Northern	34	8%	29	7%	26	6%	27	7%	27	7%	32	8%	35	9%	35	9%	27	7%	28	7%
Salt Lake	99	9%	102	9%	101	9%	109	10%	110	10%	108	10%	122	12%	134	13%	122	13%	122	14%
Western	16	7%	21	10%	19	8%	18	8%	19	9%	23	10%	20	8%	88	8%	16	6%	19	7%
Eastern	19	9%	22	10%	23	10%	18	8%	21	10%	15	7%	20	9%	93	6%	15	7%	18	8%
Southwest	5	5%	6	6%	6	6%	4	4%	7	6%	11	8%	10	7%	52	5%	6	6%	6	6%
State	173	9%	180	9%	175	8%	176	9%	184	9%	189	9%	207	10%	209	10%	186	10%	193	10%
Group home																				
Northern	9	2%	9	2%	14	3%	8	2%	9	2%	9	2%	8	2%	11	3%	11	3%	16	4%
Salt Lake	63	6%	65	6%	58	5%	55	5%	53	5%	49	5%	52	5%	50	5%	58	6%	68	7%
Western	5	2%	8	4%	6	3%	7	3%	6	3%	8	4%	8	3%	7	3%	5	2%	5	2%
Eastern	4	2%	8	4%	6	3%	4	2%	5	2%	4	2%	5	2%	5	2%	6	3%	6	3%
Southwest	3	3%	3	3%	3	3%	2	2%	5	4%	3	2%	3	2%	3	2%	1	1%	2	2%
State	84	4%	93	4%	87	4%	76	4%	78	4%	73	4%	76	4%	76	4%	81	4%	97	5%
Treatment foster homes																				
Northern	111	25%	111	26%	115	27%	114	29%	117	29%	115	29%	123	30%	127	32%	130	33%	133	34%
Salt Lake	259	24%	238	22%	229	21%	211	20%	221	21%	49	20%	234	22%	239	23%	219	23%	223	25%
Western	60	27%	69	31%	86	37%	81	38%	67	31%	80	35%	79	33%	88	35%	93	34%	92	36%
Eastern	71	33%	68	31%	74	33%	76	34%	77	36%	73	36%	82	38%	93	44%	97	44%	89	39%
Southwest	32	34%	38	40%	38	40%	46	45%	55	46%	52	40%	55	38%	52	39%	52	44%	47	44%
State	533	26%	524	26%	542	26%	528	26%	537	27%	545	27%	573	28%	599	29%	591	30%	584	31%
Family foster home																				
Northern	236	54%	232	54%	231	55%	212	53%	233	57%	204	52%	214	52%	193	48%	182	47%	196	51%
Salt Lake	537	51%	574	53%	572	53%	572	54%	559	52%	531	54%	546	52%	505	49%	469	48%	428	47%
Western	133	60%	112	51%	113	48%	90	42%	106	50%	112	49%	131	54%	120	48%	137	50%	133	52%
Eastern	117	54%	114	53%	114	51%	122	54%	108	51%	112	55%	107	49%	100	47%	102	46%	120	52%
Southwest	50	53%	47	49%	47	50%	49	47%	47	38%	56	44%	67	47%	63	47%	39	33%	42	39%
State	1073	53%	1079	53%	1077	53%	1045	52%	1053	52%	1015	51%	1065	52%	981	48%	929	47%	919	48%

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Other																				
Northern	47	11%	50	12%	36	9%	41	11%	28	7%	36	9%	34	8%	39	10%	43	11%	20	5%
Salt Lake	109	10%	102	9%	117	11%	122	11%	132	12%	142	12%	99	9%	112	11%	107	11%	81	9%
Western	9	4%	11	5%	10	4%	18	8%	15	7%	9	4%	5	2%	14	6%	23	9%	9	3%
Eastern	3	2%	5	2%	7	3%	8	4%	5	5%	1	1%	4	2%	1	0%	1	0%	5	2%
Southwest	4	4%	1	1%	1	1%	4	4%	9	7%	9	7%	8	6%	10	7%	20	17%	10	9%
State	172	9%	169	8%	171	9%	193	10%	189	9%	197	10%	150	7%	176	9%	194	10%	125	7%
12. Number and percent of all children younger than five years exiting custody in year who did not attain permanency within six months by closure reason.																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Adoption final																				
Northern	14	58%	29	81%	12	57%	10	36%	11	61%	9	53%	13	76%	12	63%	18	72%	3	23%
Salt Lake	22	55%	35	69%	33	61%	21	50%	26	63%	38	70%	17	55%	29	56%	28	22%	26	67%
Western	1	17%	9	64%	9	60%	10	71%	2	25%	1	25%	0	0%	8	73%	7	14%	4	50%
Eastern	0	0%	9	90%	2	50%	2	100%	3	38%	5	46%	2	40%	1	11%	1	30%	1	100%
Southwest	2	22%	3	50%	0	0%	1	25%	3	100%	4	67%	1	100%	4	67%	4	10%	7	88%
State	39	48%	85	73%	56	60%	44	49%	45	58%	57	62%	33	58%	54	56%	58	73%	41	59%
Custody returned to parents																				
Northern	9	38%	5	14%	7	33%	16	57%	7	39%	8	47%	4	24%	5	26%	7	28%	7	54%
Salt Lake	13	33%	11	22%	16	30%	16	38%	12	29%	11	20%	11	35%	20	38%	6	14%	11	28%
Western	5	83%	4	29%	1	7%	2	14%	4	50%	3	75%	3	100%	3	27%	4	9%	2	25%
Eastern	1	50%	1	10%	2	50%	0	0%	4	50%	5	46%	3	60%	1	11%	2	67%	0	0
Southwest	7	78%	1	17%	0	0%	2	50%	0	0%	2	33%	0	0%	2	33%	0	0%	1	13%
State	35	43%	22	19%	26	28%	36	40%	27	35%	29	32%	21	37%	31	32%	19	24%	21	30%
Custody returned to relative/guardian																				
Northern	1	4%	1	3%	2	10%	2	7%	0	0%	0	0%	0	0%	2	11%	0	0%	3	23%
Salt Lake	4	10%	5	10%	5	9%	5	12%	3	7%	4	7%	3	10%	3	6%	1	3%	2	5%
Western	0	0%	1	7%	5	33%	2	14%	2	25%	0	0%	0	0%	0	0%	0	0%	2	25%
Eastern	0	0%	0	0%	0	0%	0	0%	1	13%	0	0%	0	0%	6	67%	0	0%	0	0
Southwest	0	0%	2	33%	0	0%	1	25%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0
State	5	6%	9	8%	12	13%	10	11%	6	8%	4	4%	3	5%	11	11%	1	1%	7	10%
Custody to foster parent																				
Northern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	2	5%	0	0%
Western	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	1	50%	0	0%	0	0%	0	0%	0	0%	1	9%	0	0%	1	11%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State	1	1%	0	0%	0	0%	0	0%	0	0%	2	2%	0	0%	1	1%	2	3%	0	0%
Death																				
Northern	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Western	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State	1	1%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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13. Number and percent of all children exiting custody in year who did not attain permanency within six months by closure reason.																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Adoption final																				
Northern	22	40%	38	50%	22	37%	24	35%	17	32%	22	41%	20	37%	24	43%	25	43%	8	14%
Salt Lake	29	17%	5	34%	45	32%	35	30%	38	28%	51	41%	22	18%	48	37%	46	30%	39	37%
Western	2	6%	13	34%	9	32%	14	35%	2	5%	4	19%	5	26%	11	31%	8	30%	7	21%
Eastern	1	4%	10	40%	2	12%	3	14%	5	17%	5	17%	2	10%	1	4%	1	5%	1	10%
Southwest	2	10%	4	24%	1	14%	3	21%	3	43%	7	35%	1	13%	4	29%	6	30%	12	41%
State	56	18%	70	37%	79	30%	79	31%	65	24%	89	36%	50	22%	88	33%	86	31%	67	29%
Emancipation																				
Northern	8	14%	9	12%	4	7%	5	7%	14	26%	5	9%	1	2%	11	20%	8	14%	5	9%
Salt Lake	26	15%	24	16%	13	10%	26	23%	20	15%	13	10%	25	20%	16	12%	30	19%	11	10%
Western	12	33%	4	11%	2	7%	3	8%	8	19%	3	14%	5	26%	6	17%	3	11%	3	9%
Eastern	4	15%	6	24%	4	24%	5	24%	4	14%	3	10%	3	14%	7	25%	7	37%	0	0%
Southwest	3	14%	1	6%	3	43%	1	7%	0	0%	2	10%	1	13%	2	14%	2	10%	2	7%
State	53	17%	44	14%	26	9%	40	16%	46	17%	26	11%	35	16%	42	16%	50	18%	21	9%
Returned to parents																				
Northern	18	31%	17	22%	21	36%	32	47%	17	32%	23	43%	20	37%	12	21%	23	39%	27	50%
Salt Lake	82	49%	47	32%	51	36%	42	37%	49	36%	42	34%	54	20%	48	37%	56	36%	37	35%
Western	13	36%	14	37%	5	18%	14	35%	16	37%	12	57%	6	32%	15	42%	10	37%	16	48%
Eastern	14	54%	4	16%	8	47%	7	33%	11	38%	15	52%	11	52%	9	32%	7	37%	2	20%
Southwest	15	71%	7	41%	2	29%	9	64%	4	57%	8	40%	4	50%	6	43%	10	50%	11	38%
State	142	46%	89	28%	87	34%	104	40%	97	36%	100	40%	95	42%	90	34%	106	38%	93	40%
Custody to relative/guardian																				
Northern	7	12%	6	8%	9	15%	4	5%	4	8%	1	2%	10	19%	6	11%	2	3%	11	20%
Salt Lake	13	8%	12	8%	14	10%	8	7%	20	15%	11	9%	16	13%	11	8%	9	6%	10	10%
Western	5	14%	6	16%	11	39%	8	20%	10	23%	2	10%	0	0%	2	6%	5	19%	6	18%
Eastern	2	8%	1	4%	3	18%	3	14%	7	24%	3	10%	1	5%	8	29%	3	16%	3	30%
Southwest	1	5%	5	29%	0	14%	1	7%	0	0%	1	5%	0	0%	0	0%	2	10%	3	10%
State	28	9%	30	10%	37	15%	24	9%	41	41%	18	7%	27	12%	27	10%	21	8%	33	14%
Custody to youth corrections																				
Northern	1	2%	4	5%	0	0%	3	4%	0	0%	0	0%	2	4%	2	4%	0	0%	1	2%
Salt Lake	12	7%	4	3%	10	7%	2	2%	6	4%	5	4%	2	2%	6	5%	4	3%	1	1%
Western	2	6%	0	0%	0	0%	1	3%	4	9%	0	0%	2	11%	1	3%	1	4%	0	0%
Eastern	3	12%	1	4%	0	0%	2	10%	1	4%	1	4%	2	10%	0	0%	1	5%	2	20%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	1	5%	1	13%	1	8%	0	0%	1	3%
State	18	6%	9	3%	10	4%	8	3%	11	4%	7	3%	9	4%	10	4%	6	2%	5	2%
Custody to foster parent																				
Northern	1	2%	0	0%	0	0%	0	0%	1	2%	3	6%	1	2%	1	2%	1	2%	0	0%
Salt Lake	4	2%	8	5%	7	5%	2	2%	0	0%	3	2%	1	1%	0	0%	8	5%	5	5%
Western	2	6%	0	0%	0	0%	0	0%	3	7%	0	0%	1	5%	1	3%	0	0%	1	3%
Eastern	2	8%	3	12%	0	0%	1	5%	1	4%	1	4%	2	10%	3	11%	0	0%	2	20%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	1	5%	0	0%	0	0%	0	0%	0	0%
State	9	3%	11	4%	7	3%	3	1%	5	2%	8	3%	5	2%	5	2%	9	3%	8	3%

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Death																				
Northern	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%
Western	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%	0	0%
State	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%
Non-petitional release																				
Northern	1	2%	0	0%	1	5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	4%
Salt Lake	0	0%	2	1%	1	1%	0	0%	4	3%	0	0%	3	3%	0	0%	0	0%	2	2%
Western	0	0%	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	1%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	1	4%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	13%	0	0%	0	0%	0	0%
State	1	0%	3	1%	2	2%	0	0%	4	2%	1	0%	4	2%	0	0%	0	0%	4	2%
Child ran away																				
Northern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%
Western	0	0%	0	0%	1	4%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State	0	0%	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Voluntary custody terminated																				
Northern	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Western	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
14. Number and percent of children age 18 or older, exiting care by education level.																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Attending school																				
Northern									3	23%	1	20%	1	100%	3	20%	1	13%	0	0%
Salt Lake									12	46%	7	41%	14	52%	12	60%	12	44%	6	50%
Western									1	14%	2	50%	2	33%	3	33%	4	57%	0	0%
Eastern									0	0%	0	0%	1	33%	0	0%	3	33%	0	0%
Southwest									0	0%	0	0%	0	0%	1	50%	0	0%	0	0%
State									16	31%	10	29%	18	46%	19	36%	20	65%	0	0%
Graduated																				
Northern									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake									3	12%	0	0%	0	0%	0	0%	0	0%	0	0%
Western									1	14%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest									0	0%	0	0%	0	0%	1	50%	0	0%	0	0%
State									4	8%	0	0%	0	0%	1	2%	0	0%	0	0%

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Not in school*																				
Northern									1	8%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake									1	4%	0	0%	0	0%	0	0%	0	0%	0	0%
Western									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State									2	4%	0	0%	0	0%	0	0%	0	0%	0	0%
Data not entered in system																				
Northern									9	69%	4	80%	0	0%	13	87%	7	88%	7	100%
Salt Lake									10	38%	10	59%	13	48%	8	40%	15	56%	5	50%
Western									5	71%	2	50%	4	67%	6	67%	3	43%	3	100%
Eastern									5	100%	6	100%	2	67%	7	100%	7	78%	n/a	0%
Southwest									0	0%	3	100%	2	100%	0	0%	3	100%	2	100%
State									29	57%	25	71%	21	54%	34	64%	35	65%	17	77%
*Not in school means dropped out, suspended or expelled.																				
15. Number of children in custody who are legally freed for adoption and the percent who are placed in an adoptive home within six months. (Outcomes II.D.1)																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern									25	56%	24	46%	29	52%	10	43%	8	40%	25	44%
Salt Lake									74	32%	59	22%	75	41%	24	33%	16	26%	52	12%
Western									2	0%	5	60%	5	60%	3	75%	2	67%	2	50%
Eastern									0	0%	1	0%	3	0%	1	25%	0	0%	5	40%
Southwest									8	88%	4	100%	4	75%	3	50%	7	88%	6	83%
State									109	41%	93	33%	116	45%	41	38%	33	34%	90	28%
16. Number and percent of adoption placements that disrupt before finalization.																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	2	2%	1	1%	1	2%	1	2%	2	3.92%	1	2%	0	0%	2	4%	0	0%	3	8%
Salt Lake	6	4%	4	2%	1	1%	1	1%	0	0%	1	1%	0	0%	0	0%	0	0%	2	3%
Western	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	1	7.14%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	1	1.09%	0	0%	0	0%	1	11%	0	0%	0	0%
State	9	3%	5	2%	2	1%	2	1%	4	2.27%	0	1%	0	0%	4	2%	0	0%	5	4%